



Department of History

HTST 690 HISTORIOGRAPHY & THEORIES OF HISTORY Fall, 2020

Instructor: Dr. Frank Towers

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Office Hours and Method: Thursdays 12 p.m. – 1 p.m., via Zook link posted on D2L. I am also available by appointment.

Course Delivery: Online

Originally Scheduled Class Times: Mondays, 17:00- 19:45

Synchronous Class Times: Mondays, 17:00- 19:45, via Zook link posted on D2L.

Description: This course considers historiography, or the way that historians write history. Rather than ask, “what happened in the past?” The central question of this course is “how do historians discover and interpret what happened in the past?” This term we will investigate three important themes of the practice of professional history: how to read history, how historians have read it, and how the records historians have been created and curated.

Learning Outcomes:

- * Be able to identify major terms and themes in the study of historiography and historical methods.
- * Be able to connect themes in historiography and historical methods with other historical processes specific to particular times and places.
- * Be able to assess secondary sources to identify argument, structure, evidence, and contribution to their field.
- * Develop writing and research skills through an improved understanding of how historians learn about the past.
- * Demonstrate improved critical thinking and analytical skills.

Required Texts for Purchase:

- Iggers, Georg G. Q. Edward Wang, and Supriya Mukherjee, *A Global History of Modern Historiography. 2nd Edition.* Routledge. New York, 2017.
- Hunt, Lynn. *Writing History in the Global Era.* New York: W. W. Norton, 2014.

- Milligan, Ian. *History in the Age of Abundance? How the Web is Transforming Historical Research*. Montreal: McGill-Queen's University Press 2019.

Buying books for fall semester. The University of Calgary Bookstore is open online, but in order to help protect the health and safety of the campus community, the University of Calgary Bookstore in Mac Hall remains closed to in-person visits until late September. The store has adapted many of its programs including a robust offering of online services in support of students. For more information and updated access info: <https://www.calgarybookstore.ca>

Assessment:

Assessment Method	Weight	Due Date
In class participation	20%	weekly
1st paper (1,200-3,000 words)	20%	Oct. 2
2nd paper (2,400-4,200 words)	35%	Nov. 16
3rd paper (2,400-4,200 words)	25%	Dec. 12

Explanation of graded work

In-class participation (20%)

Student participation is essential to the success of the seminar. Each week students should prepare to discuss the assigned reading in class. The participation mark is based on the following factors:

- Regular attendance
- Consistent contributions to class discussion
- Demonstrate working knowledge of the assigned reading. In other words, your contributions show an accurate, informed understanding of the book's topic, thesis, and evidence.
- Critical analysis of the assigned reading that goes beyond summary. In addition to demonstrating a working knowledge of the text, you should also think about the strengths and weaknesses of the book and how the historian in question relates their ideas to other topics considered for this course.
- Moderation. Allow your classmates time to speak, and refrain from trying to dominate discussion, hijack debate, or drive the seminar off topic.

1st paper (20%). Students will write a summary and critique of Demuth, "The Walrus and the Bureaucrat." The paper will accurately explain the essay's main argument, how the author explains the argument, and provide a short critique of the essay's strengths and weaknesses.

- The minimum length for this paper is 1,200 words. The maximum length is 3,000.
- Paper to be submitted to the D2L digital dropbox.

2nd paper (35%): Students will write a paper that compares changes in the historical scholarship between the middle decades of the 20th century and the early 21st century.

What have been the main themes of change, and how does each book explain them? A more detailed assignment will be distributed at least two weeks prior to the due date.

- The minimum length for this paper is 2,700 words. The maximum length is 4,500.
- Paper to be submitted to the D2L digital dropbox.

3rd paper (25%): Students will write a paper on the relationship between historical sources and historical revision. The paper will be based on the assigned reading for weeks 11 and 12. A more detailed assignment will be distributed at least two weeks before the due date.

- The minimum length for this paper is 2,100 words. The maximum length is 3,900.
- Paper to be submitted to the D2L digital dropbox.

Paper style: Style should conform to *The Chicago Manual of Style: 17th Ed.* (Chicago: University of Chicago Press, 2017). The U of C library has digital access to the book (simply search the title on the library homepage. I highly encourage students to reference *The CMS* as needed. For its abridged online citation guide see:

http://www.chicagomanualofstyle.org/tools_citationguide.html

On-Line Instruction Statement: For this course, instruction will be conducted remotely, that is online. Every Monday at 5 pm we will have a synchronous meeting for two hours and forty-five minutes. I will post a password protected link to the meeting no later than three hours before our meeting. During that time, we will engage in broad discussion of the week's themes, focusing in particular on the assigned reading. To succeed in the course, be sure to complete the assigned reading prior to our Monday seminars.

I am also available to discuss course issues during a weekly, open Zoom session every Thursday at noon to 1 pm. On D2L, I will post a link to the Zoom office hour with a passcode at least 30 minutes prior to the session. I am also available via email, phone, and Zoom by appointment. Please email me at fotwers@ucalgary.ca if you would like to schedule an appointment.

Learning Technologies Requirements: There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for Synchronous Sessions and office hours: Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords

are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

Schedule

Date	Topic & Reading	Assignments/Due Dates
Sept 8-11	Introduction. Assigned reading: Caleb McDaniel, " How to Read for History (2008)	
Sept 14 - 18	Finding the main argument. Assigned reading: Bathsheba Demuth, "The Walrus and the Bureaucrat: Energy, Ecology, and Making the State in the Russian and American Arctic, 1870-1950," <i>American Historical Review</i> 124, no. 2 (April 2019), Pages 483-510, posted on D2L.	
Sept 21-Sept 25	Practical matters: formulas and formats for scholarly writing. Assigned reading: a set of short examples of historical writing and citation issues will be posted on D2L one week ahead of class.	1st paper due October 2, submit via dropbox link on D2L.
Sept 28- Oct 2	The development of professional history	

	Assigned reading: Iggers, Wang, and Mukherjee, <i>A Global History of Modern Historiography</i> , Introduction and chapters 1-249.	
Oct 5-9	The problem of modernity Assigned reading: Dipesh Chakrabarty, <i>Provincializing Europe: Postcolonial Thought and Historical Difference</i> . 2 nd ed. (2000), 3-46. Posted on D2L.	
Oct 13-16	Thanksgiving (Oct 12), no class meeting	
Oct 19-23	Professional history since the mid-20 th century. Assigned reading: Iggers, Wang, and Mukherjee, <i>A Global History of Modern Historiography</i> , 250-401.	
Oct 26-30	Writing history in the global era Assigned reading: Lynn Hunt, <i>Writing History in the Global Era</i> (New York, 2014).	
Nov 2-6	When and Where? Daniel Lord Small and Andrew Shryock, "History and the 'Pre'," <i>American Historical Review</i> 118, no. 3 (2013), 709-737; Sara Maza, <i>Thinking About History</i> (Chicago, 2017), 45-82. Both readings posted on D2L..	
Nov 9-13	Reading Week - No Classes	
Nov 16-20	The archive Assigned reading: Jennifer S. Milligan, "What is an Archive? In the History of Modern France," in <i>Archive Stories: Facts, Fictions, and the Writing of History</i> , ed. by Antoinette Burton; Ann Laura Stoler (Durham, NC, 2005), 159-183; "Colonial Archives and the Arts of Governance: On the Content in the Form," in <i>Reconfiguring the Archive</i> , ed. by Carolyn Hamilton, Verne Harris, et al., (Dordrecht, Netherlands, 2002); Alice Te Punga Somerville, "I Do Still Have a Letter: Our Sea of Archives," in <i>Sources and Methods in Indigenous Studies</i> , ed. by Andersen, Chris, and Jean M. O'Brien (New York: Routledge, 2017), 121-128. All essays posted on D2L. Total page count is under 60.	2nd paper due Nov. 16, submit via dropbox link on D2L.
Nov 23-27	Memory Assigned reading: Guy Beiner, <i>Forgetful</i>	

	<i>Remembrance: Social Forgetting and Vernacular Historiography of a Rebellion in Ulster</i> (Oxford, 2018), 1-45. Posted on D2L. Additional reading TBA	
Nov 30-Dec 4	History online Assigned reading: Ian Milligan, <i>History in the Age of Abundance? How the Web is Transforming Historical Research</i> (Montreal, 2019).	
Dec 7-9	Monuments Assigned reading: TBA	3rd paper due Dec. 14, submit via dropbox link on D2L.

Departmental Grading System

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Program Advising and Student Information Resources:

- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC). For information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

Attention history majors: *History 300 is a required course for all history majors. You should normally take it in your second year.*

Writing:

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in the History Student's Handbook.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

Plagiarism:

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Please see <https://arts.ucalgary.ca/history/current-students/undergraduate/student-handbook>.

Plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in the *University of Calgary Calendar, Section K: Integrity and Conduct*, <https://www.ucalgary.ca/pubs/calendar/current/k.html>

Academic Accommodations:

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](https://www.ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted reading material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

Other Useful Information:

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Campus Security and Safewalk (220-5333)

- **Department Twitter @ucalgaryhist**

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