
HTST 300

The Practice of History

Course Description

What is history? How do historians research and write about the past? These simple questions have complicated answers. This course examines how historians have grappled with these issues in the past and how current political debates are changing how we think about the craft of history. Lectures and class readings and discussions will encourage students to think critically about their discipline and to understand how it has changed from ancient times to the present. This is a writing intensive course. Assignments are designed to help students refine their primary and secondary research skills, learn to do archival research, improve academic writing, and develop public speaking skills.

Course Policies

- Class discussions and exercises are an important component of this course. Missing classes will affect your participation grade.
- Students must come to class prepared to discuss weekly readings.

Course TA: Shawn Brackett

SS 607; shawn.brackett@ucalgary.ca; Office Hours TBA

Explanation of Assessment

Short Assignments: (40%)

Students will write five short assignments (typically between 300 and 500 words in length), usually based on class readings. Each assignment is worth 8% of your final grade. The aim of these assignments is to give students hands-on experience writing in the historical mode, and with analyzing both primary and secondary sources in a focused manner. Assignments should be close to the length recommendations. It is as important to learn how to make a point effectively when space is limited as it is to sustain an argument in a longer paper. A document providing exact details for each of these assignments can be found under “Assignments” in D2L.

Fall, 2017

MWF, 11-11:50; ST 127

Instructor: Dr. Jewel Spangler

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Phone: 403-220-6425

Office: Social Sciences 602

Office Hours: MW 12-1, F 10-10:50, and by appointment

Assigned Readings

A range of primary sources, book chapters, and scholarly articles are required reading for the course. They are made available through Desire to Learn (D2L) at no cost to students.

Assignments and Deadlines

Throughout the Term

Discussion Participation: 20%

Oct 1, 13, and 27, Nov. 9 and 24

5 Short Assignments: 40% (8% each)

November 15

Essay Proposal: 10%

December 12

Research Essay: 30%

Research Paper: (40% total)

One of the main objectives of this course is to give students the opportunity to work with a substantial set of primary sources (as well as appropriate secondary sources) and to produce an original research paper. The primary source set may be found either in one of our local archives or in a reputable digitized source collection.

Please note: working with non-digitized archival collections does require a bit of advanced planning, as archives tend to be open for limited business hours, and the work is usually completed by committing a block of time (an afternoon, a day, maybe more) to work with the documents on site. The experience of research in archives is definitely worth the effort—but it is something you shouldn't leave to the last minute. Archivists are overworked already, and just can't be expected accommodate researchers' deadline emergencies.

This is a self-directed project and you may choose to research a historical subject that interests you. The main stipulation is that the project must rest on a substantial set of acceptable primary sources, as well as high-quality, scholarly secondary sources.

It is crucial that you begin your research early enough that you have time to secure all of the resources that you need and to develop a strong paper from your sources.

Research Proposal (10%): The research paper will be completed in two stages. The first stage is the submission of a research proposal. The proposal should include a description of your paper topic and possible argument (double-spaced) in about 300 words. It must also include a bibliography that lists your primary source data set and appropriate and relevant secondary sources. The bibliography must be correctly formatted (historians use Chicago style, which is illustrated in *The History Student's Handbook* and informs Kate Turabian's well-known writing guide, *A Manual for Writers of Research Papers*). The bibliography should be briefly annotated. More information about this assignment will be provided in class and posted to D2L.

Research Essay (30%): The essay should be about 2000 words in length (not counting the footnotes/endnotes and bibliography). You must cite your sources appropriately and include a bibliography with the paper. Essays will NOT be accepted unless citations and bibliography are correctly formatted on the whole. If your citations and bibliography are not correctly formatted, it will be returned to you, and you will have **48 hours** to resubmit the paper with corrected notes and/or bibliography. No other changes to the essay will be allowed at that stage. I expect that all papers will have a clear thesis statement, be well-organized, and have a logical argument. Further information about the essay will be given in class and provided on D2L.

Class Participation (20%)

There will be class discussions throughout the course. It is crucial to be prepared to discuss the assigned readings each week. Your participation grade is cumulative. In other words, I expect consistent participation from all students throughout the term. This is why attendance is particularly important in this course. You have to be present to participate, so if you miss more than a couple of classes without a documented reason it will begin to affect your mark. Students will be placed in groups to facilitate engagement with the course materials, but each student will be marked on their individual participation.

Good participation is grounded, in considerable measure, in the assigned readings. Take notes while you read. We will be discussing how to read in an engaged and critical way over the course of the term.

Submission of Work

Written work must be submitted electronically to the dropbox on **D2L** (under "Assessment"). Students are responsible for making sure that their work is submitted successfully. D2L sends an e-mail confirming every successful submission,

and students would be wise to retain these to the end of the term.

Most deadlines are firm, but students who make arrangements with me before the **proposal** or **research paper** are due may receive an extension of up to **5 days**, no questions asked. Late papers without either this extension arrangement or documentation of illness/emergency will lose 1/3 of a mark for each day that it is late; in other words: a paper assessed as a B turned in 2 days late (including weekend days) will receive a C+.

Classroom Environment and Distribution of Class Content

I expect students to be respectful of the learning environment and the needs of other students. As a courtesy to your fellow students and your instructor, please turn off all cell phones and music during lectures and discussions. In accordance with university privacy policies, it is forbidden to photograph, tape or digitally record lectures and/or discussions without the explicit consent of the instructor and any students affected. Using laptops and similar devices is acceptable as long as it does not disrupt the class. If the images on your screen distract or offend other students, I will ask you to turn your computer off. Materials related to the course (including hand-written lecture notes) are for your own use only and may not be distributed to anyone not officially registered in the course.

Office Hours and Communication

You are encouraged to visit the instructor and/or teaching assistant during our scheduled office hours if you have questions about the class or its various assignments. You are welcome to an appointment if you are not available to drop in during scheduled office hours.

When you e-mail either of us, please be sure there is some kind of identifying information in the subject line, such as "HTST 300." If your e-mail requires more than a short response, we will probably advise you to see us in person. We will make every effort to respond to your e-mail within 24 hours, but you should not expect that we will respond immediately, as we both have full schedules and responsibilities that take us off line for periods of time.

Class Schedule

Complete readings by the **beginning** of the week in which they are assigned.

Week 1 (Sept. 11-15): Introduction
No reading assigned.
Week 2 (Sept. 18-22): From Belief to Empiricism
<ul style="list-style-type: none">• <i>Life of King Alfred</i>, Chapters 40-49 (4-5 pages total).• G. R. Elton, <i>England Under the Tudors</i>, 127-150 and skim Table of Contents.
Week 3 (Sept. 25-29): To the Archives
Wednesday and Friday: Meet in the Taylor Family Digital Library (TFDL), Room 542. <ul style="list-style-type: none">• Roger Gillis, "What Makes for an Archives?: A Look at the Core Archival Functions," <i>Active History</i>, 27 June 2017.• Sara Janes, "Archives, Constructed and Incomplete," <i>Active History</i>, 28 June 2017.
Assignment 1 due Sunday, Oct 1, before <u>midnight</u>. See "Assignments" on D2L for details.
Week 4 (Oct. 2-6): Midcentury Theory
<ul style="list-style-type: none">• John Tosh, <i>The Pursuit of History</i>, 5th Ed. (Harlow, UK, 2010), Chap. 8.

- E.P. Thompson, *The Making of the English Working Class* (1963; Vintage, 1966), 9-14, 189-212.

Week 5 (Oct. 9-13): Annales

Monday, Oct. 9 is a holiday. No class meeting.

- “The Annales,” in Green and Troup, *The Houses of History*, pp. 87-109.
- Emmanuel LeRoy Ladurie, *Montaillou: The Promised Land of Error* (1978; Vintage, 1979), v-xvii, 277-87.
- [Passenger Lists, 1865-1922](#), Library and Archives Canada.

Assignment 2 due Monday, Oct 16, before 11:00 a.m. See “Assignments” on D2L for details.

Week 6 (Oct. 16-20): Social History

- Peter N. Stearns, “Social History,” in *Encyclopedia of Social History* (Garland, 1994), 890–896.
- Lois Green Carr and Lorena S. Walsh, “The Planter’s Wife: The Experience of White Women in Seventeenth-Century Maryland,” *William and Mary Quarterly* 34:4 (1977): 542-71.

Week 7 (Oct 23-27): Anthropological Approaches

- Robert Darnton, “Workers’ Revolt: The Great Cat Massacre and the Rue Saint Severin, in *The Great Cat Massacre and Other Episodes in French Cultural History* (Vintage, 1985), 75 – 106.
- Frederic W. Gleach, “Controlled Speculation: Interpreting the Saga of Pocahontas and Captain John Smith, in *Reading Beyond Words: Contexts for Native History*, ed. Jennifer S. H. Brown and Elizabeth Vibert (University of Toronto Press, 1996), 21-42.

Assignment 3, due Friday, Oct. 27, before class. See “Assignments” on D2L for details.

Week 8 (Oct. 30-Nov. 3): The Cultural Turn: Gender

- Donnelly and Norton, *Doing History*, Chap. 8.
 - Ruth Mazo Karras, “Thomas Aquinas’s Chastity Belt: Clerical Masculinity in Medieval Europe,” in Lisa M. Bitel and Felice Lifshitz eds., *Gender and Christianity in Medieval Europe: New Perspectives* (Philadelphia: University of Pennsylvania Press, 2008), 52-67.
- One reading TBA

Week 9 (Nov. 6-10): From Research to Writing

No Class Meeting on Friday (Reading Days).

- [The History Student’s Handbook](#).
- “Step by Step Zotero,” [Active History, 22 Feb. 2011](#); Calum W. White, “How Evernote Changed the Way I Work in Archives,” Calum W. White Blog, <https://calumwwhite.wordpress.com/2016/08/19/how-evernote-changed-the-way-i-work-in-archives/> .

Assignment 4 Due Thursday, Nov 9, before midnight. See “Assignments” on D2L for details.

Week 10 (Nov. 13-17): Ethics and the Historian

No Class Meeting on Monday, Nov. 13 (Reading Days).

- [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans](#), 2014 (selected pages, TBA).
- “[Defining Plagiarism](#)” and “[Exercises](#),” American Historical Association, Teaching and Learning page.

Proposal due, Wednesday, Nov 15, before midnight.

Week 11 (Nov. 20-24): Oral History

- Linda Shopes, “‘Insights and Oversights’: Reflections on the Documentary Tradition and the Theoretical Turn in Oral History,” *Oral History Review* 41:2 (2014): 257-68.
- Julie Cruikshank, “Oral Tradition and Oral History: Reviewing Some Issues,” *Canadian Historical Review* 75:3 (1994): 403-18.
- Buckingham, N.A.: *My Army Recollections* (recording), Canadian Military Oral History, University of

Victoria, <http://contentdm.library.uvic.ca/cdm/compoundobject/collection/collection13/id/264/rec/77>

- Transcript of Alice Payne Interview, Petroleum Oral History Project, http://www.glenbow.org/collections/search/findingAids/archhtm/extras/piohp/PIOHP_Payne_Alice.pdf
- “An Oral History of Leroy Johnson, Hurricane Katrina Oral History Project, Mississippi Oral History Program, <http://digilib.usm.edu/cdm/compoundobject/collection/coh/id/14983> .

Assignment 5 due Friday, Nov 24, before class. See “Assignments” on D2L for details.

Week 12 (Nov. 27-Dec. 1): A Brief Introduction to Historical “Truth”

- Simon Schama, *Dead Certainties: (Unwarranted Speculations)* (Vintage, 1992): 3-20, 66-70.
- Manfred Berg, “‘He Kept Us Out of War’: A Counterfactual Look at American History Without the First World War,” *Journal of the Gilded Age and Progressive Era* 16 (2017): 2-23.

Week 13 (Dec. 4-8): History in Public

Readings TBA.

Research Essay due Tuesday, Dec. 12, before midnight.

Important Departmental, Faculty, and University Information

Department Twitter @ucalgaryhist

Faculty of Arts Program Advising and Student Information Resources:

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library (TFDL). Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that 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. What this simply means is that no copyrighted 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 that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding
85-89	A	4.00	Excellent—superior performance showing comprehensive understanding of subject matter.
80-84	A-	3.70	
77-79	B+	3.30	
73-76	B	3.00	Good—clearly above average performance with knowledge of subject matter generally complete.
70-72	B-	2.70	
67-69	C+	2.30	
63-66	C	2.00	Satisfactory—basic understanding of the subject matter.
60-62	C-	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation.
56-59	D+	1.30	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

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. As noted in *The History Student's Handbook* (http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf), plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is 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 is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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 Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Universal Student Ratings of Instruction (USRI):

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI surveys.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

Campus Resources for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Other Useful Information:

- Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- Student Union Information: <http://www.su.ucalgary.ca/>.
- Graduate Student Association: <http://www.ucalgary.ca/gsa/>.
- Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

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