



Department of History

HTST 300
The Practice of History
Fall, 2020

Instructor: John Ferris

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Office Hours and Method: M and W, 12 to 1, on Zoom; by email at any time.

Course Delivery: Online

Originally Scheduled Class Times: TR 11-1215

Synchronous Class Times: TR 11-1215

Description

This course is an introduction to the practice of History as a human activity, and as an academic discipline. It gives students a broad understanding of “historiography” (the development of the study of history) and of “methodology” (how historians handle evidence, understand events, and make historical judgments). The course gives students ample opportunity to acquire and develop the skills of an historian themselves, by studying several case studies of historical debate, and by analyzing primary and secondary sources. Some of the course will consist of D2L Chat Room discussions, and in-class debate on these posts, the remainder of lectures with ample room for class discussion. Regular attendance is essential in order to succeed in this course. A grade will be assigned for class participation, both in the general lectures and in the Chat Room discussions. That grade naturally will be affected by attendance, though the main criterion is the quality of comment. I will ensure that every student has an opportunity to speak, but I am not a press-gang, and those who do not contribute at all in participation will receive a grade of “F” for that assignment. For a student to raise questions is regarded as a form of participation. There is no textbook for the course, but readings are assigned for every session, mostly available through electronic means.

Learning Outcomes

Participants in this course will have an opportunity to:

- Develop an understanding of the history of History and of the skills required for that task
- Learn about and use libraries, archives and internet-based sources.
- Analyse primary and secondary sources.
- Practice correct citation style and writing methods for History.
- Develop evidence based and argumentative research essays

- Enhance skills in oral debate and discussion in small group environments.

Required Texts for Purchase: NONE

Recommended Texts

All articles listed below may be found through electronic holdings at The University of Calgary, including American History and Life, and Historical Abstracts. I provide internet addresses for some books: all the rest can be reached through the electronic resources of The University of Calgary Library, including the Hathi Trust.

Assessment

There are no exams in this course.

There are several D2L Chat Room discussions. In each case, before the class meets, portions of the class will provide written comments and posts) on the readings, which will be discussed by the class as a whole. For this purpose, the class will be divided into three sections (One, last names beginning with A to H: Two, those with last names beginning with I to P: Three, those with last names beginning from Q to Z). Each group will have two Chat Room discussions, for each of which they will provide a minimum of one coherent post of 250 words: any thing less will receive a grade of “F” for that part of the assignment. Grades will rise by providing more posts, or longer posts, and especially by engaging critically (but in a civil fashion) with the arguments of others.

Grades are assigned for:

Class Participation. 10%.

Chat Room Participation. 40%

Assessment of Primary Source (1), 2000 words, of any material used from the archives in Week Nine: Due Monday, 16 November, 2020: 25%

Assessment of Primary Source (2) 2000 words, of any material studied in Weeks Seven through Thirteen, or any document from The University of Calgary Online Resources, Empire Online. Due, last day of class: 25%

The course requires students to maintain a fairly heavy set of readings.

All written work is to be given to the instructor in electronic form through D2L. All written work will be gauged on issues of content, like analysis and synthesis, and also on presentation, such as literacy and logic. Any assignment submitted after the due date will be docked one full grade per week.

On-Line Instruction Statement:

This course is synchronous and will be conducted by Zoom. Zoom links and passwords are intended only for students in this course: do not share them with anyone else. Do not share, publish or disseminate any materials provided for this course in Zoom. Students must use names associated with their UCID when participating in this class.

Course Structure

The course has the following structure. Sections marked ** involve Chat Room discussions.

Week One, 7-11 September

1. Introduction to History 300

AND Varieties of Oral history:

(a) Icelandic Saga Database, <https://sagadb.org/downloads> Saga of Eirik the Red

(b) "Interview of Janice Acoose, August 12/92-Saskatoon": Virtual Museum of Metis History and Culture, <http://www.metismuseum.ca/media/document.php/01050.VM%20-%20Janice%20Acoose.pdf>

2. Varieties of Chronicles and The First History:

(a) SKIM I Samuel and II Samuel, <https://www.jewishvirtuallibrary.org/the-tanakh-full-text>;

(b) READ The Anglo-Saxon Chronicles, entries 1052-1100 AD, pp. 114-47, <http://www.dominionpublico.gov.br/download/texto/gu000657.pdf>

AND READ Herodotus, The History, Books One and

Seven, <http://classics.mit.edu/Herodotus/history.1.i.html>;

Week Two, 14-18 September

3. Thucydides, The Peloponnesian War, Book One; Book 5, Sections. 5.84-5.116; <http://classics.mit.edu/Thucydides/pelopwar.1.first.html>.

AND SKIM Augustine, The City of God, Books One-Five, pp 1-227, https://www.gutenberg.org/files/45304/45304-h/45304-h.htm#Page_177 .

4. Ancient Chinese Historiography.

Burton Watson, (tr), Records of the Grand Historian.

Week Three, 21-25 September

5. Ibn Khaldun, The Muqaddimah, Chapters 2 and 3. "Bedouin civilization" and "On dynasties".

6. National Histories.

Leopold von Ranke, Memoirs of the House of Brandenburg and History of Prussia During the Seventeenth and Eighteenth Centuries (London, 1949), pp. 9-140,

<https://babel.hathitrust.org/cgi/pt?id=hvd.32044086102795&view=1up&seq=9>

AND SKIM Jules Michelet, History of France, Volume One (1847), Sections One to Three, https://books.google.ca/books/about/History_of_France.html?id=jKrhRXTS6DAC&redir_esc=y

Week Four, 28 September-2 October

7. Class Histories.

Karl Marx, The Communist Manifesto, and “ Engels on Historical Materialism”, New International, 1/3, Sept.-Oct. 1934, pp. 81-85,

<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/> AND <https://www.marxists.org/history/etol/newspape/ni/vol01/no03/engels.htm>

AND E.P. Thompson, The Making of the English Working Class. Preface, Part One, Chapter One, Part One, Chapter Five, Part Two, Chapter VI, Part Two, Chapter X, Part Three, Chapter XIV.

8. Gender histories

H.G. Cocks, “Review Article, The Growing Pains of the History of Sexuality”, Journal of Contemporary History, 39/4, pp. 657-66. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0022009404046779>

Joanne Scott, “Unanswered Questions”, American Historical Review (AHR), 113 (12.08), PP. 1053-1075, 1422-

29. <http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=6&sid=64820423-7304-4199-afc7-2d50ce708bf0%40sdc-v-sessmgr02>

<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0022009404046779>

Laura Lee Downs, “If ‘Woman’ is Just an Empty Category, Then Why Am I Afraid to Walk Alone at Night? Identity Politics Meets the Post-Modern Subject” AND Joan W. Scott, “The Tip of the Volcano”, AND Laura Lee Downs, “Reply to Joan Scott”, Comparative Studies in Society and History, 35/2, 1993, pp. 414-37, 438-43, 444-51, <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/i209351>

Week Five, 5 to 9 October

9. Method: What is historical evidence? What are the rules for its use?

10. Interpretations, logic, arguments and counterfactuals. Archives and access to evidence; the difficulties in writing and reproducing works; publishers, audience, distribution, professionalization of the discipline.

Week Six, 12 to 16 October

11. Written and Oral Testimony, Law and Aboriginal Title, One.
(a) Neill Vallance, “Sharing the Land: The Formation of the Vancouver Island (or ‘Douglas’) treaties of 1850-1854 in Historical, Legal and Comparative Context”, (PhD dissertation, University of Victoria, 2015), Chapter Two, 57-139, <https://dspace.library.uvic.ca/handle/1828/7089> and (b) Sheldon Kirk Kraskowski, “Mediating the Numbered Treaties: Eyewitness Accounts of Treaties between the Crown and Indigenous Peoples, 1871-1876”, (PhD dissertation, University of Regina) , Chapters One, Six, Seven. https://ourspace.uregina.ca/bitstream/handle/10294/3575/Krasowski_Sheldon_Ph_d_History_Fall2011.pdf

- 12 Written and Oral Testimony, Law and Aboriginal Title, Two. ** CHAT ROOM DISCUSSION, GROUP ONE:

“Delgamuukw vs. British Columbia”, Supreme Court Judgements, 11.12.97. (Read first 10 pages, and then skim, with a focus on references to written and oral history). <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1569/index.do>

Darwin Hanna, “Oral Traditions: Practical Considerations for Communities in the Light of the Delgamuukw Decision”. http://www.fngovernance.org/ncfng_research/considerations.pdf

John Borrows, “Listening for Change: The Courts and Oral Tradition”, http://www.fngovernance.org/ncfng_research/oralhistory.pdf

Kent McNeill and Lori Ann Roness, “Legalising Oral History: Proving Aboriginal Claims in Canadian Courts”, Journal of the West 39:3, 2000, pp. 66-74.
https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&httpsredir=1&article=1834&context=scholarly_works

Brian Gettler, “ Historical Research at the Truth and Reconciliation Commission of Canada”, CHR, 98/2, December 2017, pp: 641-674.

Week Seven, 19—23 October: Reading Primary Documents, from The University of Calgary Online Resources, Empire Online.

13. ** CHAT ROOM DISCUSSION, GROUP TWO; Alexander Falkenbridge, An Account of the Slave Trade on the Coast of Africa, (1788),
<http://www.empire.amdigital.co.uk.ezproxy.lib.ucalgary.ca/Documents/Details/An%20Account%20of%20the%20Slave%20Trade%20on%20the%20Coast%20of%20Africa>

14. ** CHAT ROOM DISCUSSION, GROUP THREE: An Apology for Promoting

Christianity in India (1813),

<file:///C:/Users/Owner/Downloads/An+Apology+for+Promoting+Christianity+in+India+by+Claudius+Buchanan.pdf>

AND Government of India, Legislative Department, Minutes of meeting, 4.3.1912, “Indentured Labour”,

<file:///C:/Users/Owner/Downloads/Gopal+Krishna+Gokhale+speech+calling+for+suspension+of+Indian+indentured+emigration.pdf>

Week Eight. 26-30 October: Fake History

15. Gary Allen, with Larry Abraham, None Dare Call it Conspiracy,

1971, <https://modernhistoryproject.org/mhp?Article=NoneDare> , or

<https://docs.google.com/viewer?a=v&pid=sites&srcid=ZGVmYXVsdGRvbWFpbX0ZXNsYXNIY3JldHM5fGd4OjJkNTk0Mzg3NTQ2NTI0NjA> and Protocols of the Elders of Zion,

[file:///C:/Users/Owner/Downloads/Protocols%20of%20Learned%20Elders%20of%20Zion%20Part%201%20of%201%20\(2\).PDF](file:///C:/Users/Owner/Downloads/Protocols%20of%20Learned%20Elders%20of%20Zion%20Part%201%20of%201%20(2).PDF)

16. David Irving and Deborah Lipstadt, Verdict by Justice Gray, 11.4.2000, especially

Section XIII, <http://www.nizkor.org/hweb/people/i/irving-david/judgment-00-00.html>

AND Marxist Internet Library, “The Case of Bukharin”,

<https://www.marxists.org/archive/bukharin/works/1938/trial/3.htm> ; “The Case of the

Trotskyite-Zinovievite Terrorist Centre”, (Moscow, 1936), August 19 (Morning

Session), August 20 (Morning Session), August 22and 23 (Morning Sessions), August

23 (The Verdict), <https://www.marxists.org/history/ussr/government/law/1936/moscow-trials/index.htm>

Week Nine, 2-6 November

Archives & Special Collections, Taylor Family Digital Library:

17. Access to historical works and evidence at The University of Calgary

18. Using an archive.

Week Ten, 16-20 November: Historical Controversies

19 A.J.P. Taylor, “The Origins of the Second World War” (1961),

William Dray, “Concepts of Causation in A.J.P. Taylor’s Account of the Second World War”, History & Theory, 17 (1978), pp 149-

174, <http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=64820423-7304-4199-afc7-2d50ce708bf0%40sdc-v-sessmgr02>

20. ** CHAT ROOM DISCUSSION, GROUP Three: The “Arming America” controversy.

Michael A. Bellesiles, “Exploring America’s Gun Culture”, William & Mary Quarterly, 59/1, Jan. 2002, pp. 241-68, https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3491656?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents

Gloria Main, “Many Things Forgotten: The Use of Probate Records in Arming America”, William & Mary Quarterly, 59/1, Jan. 2002, pp. 211-16, https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3491653?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents

James Lindgren, “Fall from Grace, Arming America and the Bellesiles Scandal”, Yale Law Journal 111, 2001-02, pp 2195-2249. https://heinonline-org.ezproxy.lib.ucalgary.ca/HOL/Page?lname=&public=false&collection=journals&handle=hein.journals/ylr111&men_hide=false&men_tab=toc&kind=&page=2195

Week Eleven, 23-27 November. Assessing Primary Documents.

21. Cuban Missile Crisis, 1962

Notes Taken from Transcripts of Meetings of the Joint Chiefs of Staff, October-November 1962,

https://nsarchive2.gwu.edu/nsa/cuba_mis_cri/621000%20Notes%20Taken%20from%20Transcripts.pdf

Notes Taken on 21 October, 1962, Meeting with the President”, Robert

McNamara, https://nsarchive2.gwu.edu/nsa/cuba_mis_cri/19621021mcnam.pdf

National Security Archive, Tuesday, 7.10.62, Meeting in Cabinet Room, The White House, taped record, https://nsarchive2.gwu.edu/nsa/cuba_mis_cri/cmc04.mp3

Off The Record Meeting on Cuba, October 16, 1962, 6:30-7:55 p.m., <https://www.mtholyoke.edu/acad/intrel/transci2.htm>

22.

FBI “The VAULT”, “Louie Louie”, <https://vault.fbi.gov/louie-louie-the-song/louie-louie-the-song/view> and “Louie Louie” https://en.wikipedia.org/wiki/Louie_Louie and “Alfred Kinsey” Parts 3 and

4, <https://vault.fbi.gov/Alfred%20Kinsey/Alfred%20Kinsey%20Part%203%20of%204/view>

Week Twelve, 30 November—4 December. Historical Controversies.

23. ** CHAT ROOM DISCUSSION, GROUP ONE: Heroes or Villains? The Cases of John A. MacDonald and Woodrow Wilson.

<https://www.canadashistory.ca/explore/prime-ministers/the-trials-of-john-a>
<https://wilsonlegacy.princeton.edu/observations>

24. XX ** CHAT ROOM DISCUSSION, GROUP TWO: UK House of Commons, Hansard, Women's Suffrage. 3 May 1871

https://api.parliament.uk/historic-hansard/commons/1871/may/03/second-reading#S3V0206P0_18710503_HOC_15

Week Thirteen, 7-9 December.

25. ** CHAT ROOM DISCUSSION, GROUP THREE: Canadian House of Commons, Hansard, 8.9.1939, Canadian Declaration of War on

Germany, http://parl.canadiana.ca/view/oop.debates_HOC1805_20/8?r=0&s=1

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.

Percentage	Letter Grade	Grade Point Value	Description
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 *The History Student's Handbook*.

<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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