



UNIVERSITY OF
CALGARY

Department of History

HTST 300 THE PRACTICE OF HISTORY Fall 2021

Instructor: Dr. Ken MacMillan

Email: macmillk@ucalgary.ca

Office Hours and Method: By appointment only via Zoom

Course Delivery: Online, asynchronous

Description

This course is an introduction to the practice of History both as an academic discipline and as it relates to public expressions of the past. It places a high emphasis on the word “practice,” keeping reading materials and lecture content manageable while prioritizing hands-on application of the historical discipline through assignments. This course is offered online and asynchronously (there are no live components or required meeting times), with lectures and supplementary materials available on D2L.

Learning Outcomes

Participants in this course will have the opportunity to:

1. Develop an understanding of the discipline of History and the historian’s skill set;
2. Learn about and use libraries, archives, and digital resources;
3. Analyze primary and secondary sources;
4. Practice correct citation style and writing methods for History;
5. Understand chronological awareness and cause and effect relationships;
6. Develop ethical, empathetic, evidence-based, and argumentative research assignments.

Reading Material

Raab, Nigel A. *Who is the Historian?* Toronto: University of Toronto Press, 2016.

Digital copies of this book are available for purchase or rent on Amazon.ca, Google Play, and the University of Toronto Press website.

The History Student’s Handbook: A Short Guide to Writing History Essays (D2L)

Assessment

Method	Due Date	Weight	Learning Outcomes
Historical Timeline	October 4	15%	4, 5
Source Selections	October 18	5%	2, 3, 4
Primary Source Analysis	November 1	30%	1, 3, 4, 6
Secondary Source Analysis	November 22	30%	1, 3, 4, 6
Research Essay Template	December 6–10	20%	1, 2, 4, 6

Grading Policies

All assignments must be uploaded to the course D2L Dropbox in Microsoft Word or Adobe PDF format by 11:59 pm on or before the due dates. Please do not email assignments, as they must be assessed on Dropbox. Extensions must be requested in advance of due dates and will not normally exceed one week unless there are compelling extenuating circumstances. Late assignments may be penalized 3% per day, including weekends. It is my standard practice to grade and provide feedback for assignments submitted on the due date within one week, if possible. Assignments submitted late, whether or not they have received an extension, will be graded when it is convenient and will not normally be accompanied by feedback. Each assignment is accompanied by a sample and list of grading criteria, available on D2L. Please review these in advance of submission and use them to model the style, methods, and expectations for your assignments. As this course places a high priority on the practice of History as an academic discipline, all assignments must conform to the standards outlined in *The History Student's Handbook*. This especially applies to writing style and the formatting of footnotes and bibliographies, which must be in proper Chicago Style. Please note that other formats, such as MLA and APA style, are not acceptable. All assignments in this course are to be completed individually; although students may engage with one another over the D2L discussion forum regarding course content, no additional collaboration is permitted.

Historical Timeline

One of the core skills for students of history is to understand chronology (the order in which historical events occurred) and causation (what triggered a historical event, what developments caused change, and what that change involved.) This assignment involves producing a timeline of a major historical event, from any time period and geographical location. The event should be known to those with a general interest in History. Examples include the European Black Death, the Spanish conquest of the Aztec empire, the Chinese cultural revolution, the French Revolution, the cold war, the American civil rights movement, the Cuban missile crisis, South African apartheid, and many, many others. You must also provide a list of sources (minimum 4) that were used to compile your timeline. Because you are not engaging with arguments or interpretations, these sources can include encyclopedia (including Wikipedia) and online websites, although you should be careful not to use sources with clear biases or lack of evidentiary foundation, such as sites that promote counter-historical narratives (such as Holocaust denial websites), or amateur online sources.

The timeline should take the form of a table with the following three headings:

Year	Development	Significance
If the event occurred over a short period of time (e.g. the Cuban missile crisis), it may be necessary to add months or days to the year to differentiate developments.	Include a brief (5-10 word) summary of each key historical development related to your event. Be selective about these as not all will be of equal importance. Your first development should be the “trigger” that started your event.	Indicate in a single sentence (10-20 words) why this development was important for your event. It can be useful to use “action” words (caused, enabled, created, allowed, etc.) to show cause and effect.

The timeline should contain about 40 entries (with 15–20 events per page), although this will vary depending on the historical event you have chosen. Please note that if you need to include more than 50 entries, it is likely because your topic is not sufficiently focused.

Source Selections

This assignment requires you to provide complete citations (including URLs if appropriate) of your selections for the Primary Source Analysis and Secondary Source Analysis. Its purpose is for the instructor to determine the suitability of the texts selected for analysis, based on how well they meet the expectations described below in ***bold and italics***.

Primary Source Analysis

This assignment involves selecting a primary source available online, particularly through the Databases available through the University of Calgary library, and writing an analysis of that source, using the methods discussed in lectures, in part III of *The History Student’s Handbook*, and in Raab, *Who is the Historian?* The analysis should be about 1200 words (3–4 double-spaced pages.) It should present arguments and criticism as well as reflect on the value of the source, both at the time it was written and to modern historians. ***The source should be of value to historians, between 20 and 50 pages in length (if using an online source without pagination, between 5000–15000 words), and written by a single individual. It is acceptable to extract a contiguous portion of a longer source, but make sure you clearly indicate what section is being used.*** If you are using a source edited by a historian, remember that your task is to analyze the primary source, not the edition in which it is found (that is, do not interrogate introductory material or scholarly apparatus.) Examples of sources include, but are not limited to: autobiographies, diaries, legal cases, legislation, letters, novels, pamphlets, public records, and treatises. It is acceptable to use English translations of foreign sources or modern editions of earlier sources. It is also acceptable to undertake additional research in order to contextualize your source and enable criticism, in which case such works must be listed in a properly-formatted bibliography.

Secondary Source Analysis

This assignment involves selecting an academic monograph available through the University of Calgary library or other repositories, and writing a review of that source, using the methods discussed in lecture, in part III of *The History Student's Handbook*, and in Raab, *Who is the Historian?* The analysis should be about 1200 words (3–4 double-spaced pages.) It should identify the author's topic, chronological time period, research question(s), thesis, how the thesis is developed, the type of evidence used (eg. manuscript, printed, secondary), other historians with whom the historian has engaged, how effectively the argument is developed, and why it is important. ***The source must be a peer-reviewed academic monograph of at least 150 pages, written by a single individual, and published since 2000. The book must have been written by a professional historian, have been published by a reputable academic press, and have either footnotes or endnotes.*** It is acceptable to undertake additional research by examining, for example, the author's professional website and reviews of the book under examination, in which case such works must be listed in a properly-formatted bibliography.

Research Essay Template

The research essay template is available on D2L and must be completed and submitted to D2L no later than 11:59 pm on December 10. It focuses on the material discussed in the “Historical Research Essays” section of the course, which will also require knowledge of earlier materials, including accessing library resources, evaluating sources, and using correct citation style.

Communication and Learning Technologies

Regular communication between the instructor and students is essential to the success of asynchronous (non-live) learning in online environments. I will normally respond to emails within 24 hours, Monday to Friday; I will not normally respond to queries that are answered in this outline or on D2L, so please look for answers to your questions first. This course requires a certain level and knowledge of technology – specifically, a computer and a reliable internet connection – in order to view lectures, supplementary materials, and external links provided on D2L, and to complete, upload, and review assessments for assignments. Students who wish to make use of Zoom for an appointment will require access to a camera and microphone.

Accommodation

If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email to discuss reasonable measures that will ensure your success in this course. Situations requiring accommodations may include, but are not limited to, ongoing or temporary illness or disability, or the need to adjust deadlines because of personal circumstances, such as child care or family responsibilities.

Method of Instruction

The lectures for this course are pre-recorded using Yuja lecture capture, accompanied by PowerPoint presentations and websites, and will be available on D2L on the days listed below. All lectures are for the exclusive use of students registered in this course, and may not be distributed to third parties under any circumstances.

Schedule (subject to change)

Date	Topic and Key Dates	Readings
Sep. 7	Introduction; History of History	Read entirety of Raab, Who is the Historian? by October 4
Sep. 13	Skills of the Historian; Uses and Abuses	
Sep. 20	Categories of History	
Sep. 27	Primary Sources	
Oct. 4	Secondary Sources	Historical Timeline due
Oct. 12	Libraries and Archives	
Oct. 18	Method, Theory, and Ideology	Source Selections due
Oct. 25	Research Ethics	
Nov. 1	Historical Research Essays I	Primary Source Analysis due
Nov. 8	Term Break – No Classes	
Nov. 15	Historical Research Essays II	
Nov. 22	Historical Research Essays III	Secondary Source Analysis due
Nov. 29	Historical Research Essays IV	
Dec. 6	Conclusion	Research essay template due

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

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

Percentage	Letter Grade	Grade Point Value	Description
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.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course 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](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, 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 calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

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 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. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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 [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page 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
- Safewalk

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