



**Faculty of Arts
Department of History
Course Outline
Fall 2022**

**HTST 300
The Practice of History**

Instructor: Dr. N. Janovicek

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Office Hours and Location: Wednesday, 11:00 – 12:00 & Thursday 2:30 – 3:30/SS 612

Classroom Location, Days and Times: Tuesday & Thursday 9:30 – 10:45/SA 121

Course Delivery: In person

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 new methodologies and current political debates are changing how we think about the craft of history. Lectures, 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.

Learning Outcomes

Through successful completion of this course, which includes regular attendance, reading assigned materials, and participating in discussions, students will be expected to:

- Read primary and secondary sources critically and deeply.
- Understand how historical inquiry and consciousness has changed over time.
- Understand different research methods and approaches to understanding the past.
- Work with archival documents to write a research paper.
- Improve their writing skills.

Reading Material

Readings are posted in the schedule below. The following book is available for purchase at the University bookstore. It is also available as an e-book in the TFDL:

Bethany Kilcrease, *How to Think, Read, and Write in the Twenty-First Century: Falsehood and Fallacy* (Toronto: University of Toronto Press, 2021).

Assessment

Method	Due Date	Weight
Discussions	Throughout Term (see schedule)	15%
5 Quizzes on Readings	Throughout Term (see schedule)	15%
5 short Assignments	Throughout Term (see schedule)	25% (5% each)
Research Essay Proposal	Friday, October 27	10%
Research Essay	Friday, December 9	35%

Grading Policies

Assignments are graded as a letter grade and recorded as weighted numerical grades in D2L. For example, an assignment weighted at 10% that receives an A will be recorded as 8/10.

It is in your best interests to meet deadlines for the papers so that you receive timely feedback to help you with the next assignments. Students who ask me before the assignment is due will receive an extension. I do not require an explanation or documentation, but as a professional courtesy, I do ask that you send an e-mail to request an extension.

Details on Methods of Assessment

Written work must be submitted electronically in the Digital Dropbox of D2L. Quizzes will be posted on-line. You must have a University of Calgary IT account to access D2L.

Detailed guidelines about the written assignments will be posted in Assignments on D2L and will be discussed in class.

Short assignments throughout term

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

Quizzes on Readings: Short answer quizzes on five of the secondary readings will be posted on D2L throughout the term. Quizzes will be posted for 24 hours and students will have ½ hour to complete the quiz. The dates are in the schedule below and **quiz dates are firm**. These quizzes will have no more than 5 questions and should take no more than 15 minutes to complete if you have read the assigned reading before you begin the quiz.

Short assignments: Students will write five short papers (250 – 300 words) based on assigned readings in the schedule below. Each assignment is worth 5% of your final grade. The aim of these assignments is to give students hands on experience writing in the historical mode.

Major Writing Assignment: Working with Archival Sources

One of the main objectives of this course is to give history majors the opportunity to work with primary sources. The research essay must be based on a set of primary sources. Working with

archival collections requires good time-management because archives tend to have shorter hours than libraries. You must also allocate blocks of time (a day or an afternoon) to work in the archives. If you cannot work in one of these archives, then you may use digital archival collections of a major archive. If you decide to use an on-line repository, you must consult the instructor during office hours for approval of your assignment.

There are two components for the major assignment. Students must complete both. We will not grade the research essay if the proposal is not submitted:

1. *Research Essay Proposal*: Students will write a research proposal (500 words). The proposal must also include a bibliography of the archival and secondary sources. The bibliography must follow the citation formation outlined in the [History Student's Handbook](#). Papers will be returned to be corrected if they do not follow the format.
2. *Research Essay*: Students will write a 2, 500-word research essay based on archival research. Essays will be returned for correction if they do not follow the citation format (i. e. footnotes *not* in text citations) in the History Student's Handbook.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the [University Calendar](#), permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Part of creating an inclusive learning environment involves respecting your classmates. In meeting any university's mandate of encouraging free and open inquiry, we will occasionally discuss topics about which you might be uncomfortable or have a set viewpoint. In such situations, it is essential that we understand that others have different experiences and perspectives, and that listening respectfully to and showing tolerance toward opposing viewpoints is part of the process of emerging as active, engaged citizens.

Schedule

Students should complete readings by the beginning of the week in which they are assigned so they are prepared for class discussions.

Lecture and Readings for Discussions
<p>Week 1 (September 6 & 8): Introduction & Early Historiography</p> <ul style="list-style-type: none">• Start skimming Augustine, City of God, Book XVI (16) (chaps. 12 – 24) for discussion September 13• Start reading Introduction and Part 1 of <i>How to Think, Read, and Write in the Twenty-First Century</i> for Quiz 1
<p>Week 2 (September 13 & 15): Empiricism</p> <ul style="list-style-type: none">• Complete skimming Augustine, City of God, Book XVI (16) (chaps 12 – 24) for discussion September 13• Finish reading Introduction and Part 1 of <i>How to Think, Read, and Write in the Twenty-First Century</i><ul style="list-style-type: none">○ Quiz for Part 1 of <i>How to Think, Read, and Write</i> posted September 15
<p>Week 3 (September 20 & 22): Big Theory</p> <p>Read for Discussion September 20 and Short Assignment 1:</p> <ul style="list-style-type: none">• E.P. Thompson, “Time, Work-Discipline, and Industrial Capitalism,” <i>Past and Present</i> 38 (December 1967): 56 – 97
<p>Short Assignment 1 due: Friday, September 23</p>
<p>Week 4 (September 27 & 29): The Annales School</p> <p>Read for discussion on September 27 and Short Assignment 2:</p> <p>Record of Indentures of Individuals Bound Out as Apprentices, Servants, Etc City of Philadelphia, October 3, 1771 to October 5, 1773 (Lancaster Pa.: New Era Printing Co., 1907)</p> <p>Read for Thursday:</p> <ul style="list-style-type: none">• Lynn Hunt, “French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm,” <i>Journal of Contemporary History</i> 21, 2 (1986): 209 – 224.
<p>Short Assignment 2 due: Friday, September 29</p>
<p>Week 5 (October 4 & 6): Micro-History</p> <p>Read for Discussion on September 6:</p> <ul style="list-style-type: none">• Carlo Ginzburg, “Checking the Evidence: The Judge and the Historian,” <i>Critical Enquiry</i> 18 (Autumn 1991): 79-92.
<p>Week 6 (October 11 & 13): Library and Archival Research</p> <p>Lectures and workshops will be facilitated by Nadine Hoffman and Lelland Reid at the TFDL. Rooms will be posted on D2L.</p> <p>The short assignment will be based on work we do in the archive and library workshops.</p> <p>Read for Quiz and discussions:</p>

- Ian Milligan: We are all Digital Now: Digital Photography and the Reshaping of Historical Practice, *Canadian Historical Association* 101, 4 (December 2020): 602-621.
 - **Quiz on Milligan will be posted Monday, October 10**

Short Assignment 3 due: Friday, October 14

Week 7 (October 18 & 20): Social History

Read for Discussion on October 20:

- Peter N. Stearns, “Social History,” in [Encyclopedia of Social History](#) (New York: Garland, 1994), 890–896.
- Robert W. Fogel and Stanley L. Engerman, “The Relative Efficiency of Slavery: A Comparison of Northern and Southern Agriculture in 1861,” *Explorations in Economic History* 8, no. 3 (1971): 353–357.

Week 8 (October 25 & 27): The Anthropological Turn

Read for discussion October 27

- 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](#) (New York: Vintage, 1985), 75 – 106.

Research Essay Proposal due Friday, October 27

Week 9 (November 1 & 3): Reconstructing Lives

Guest Speakers:

Tuesday, November 1: Dr. Harvey Amani Whitfield

- Harvey Amani Whitfield, “White Archives, Black Fragments: Problems and Possibilities of Enslaved Black People in the Maritimes,” *Canadian Historical Review* 101, 3 (September 2020): 323-345.

Thursday, November 3: Cheryl Foggo

- In preparation watch [John Ware Reclaimed](#)
 - **Quiz on John Ware posted on Monday, November 1**

Over the Reading Week read Part 2 of *How to Think, Read, and Write in the Twenty-First Century* in preparation for quiz in Week 10

- **Quiz will be posted Monday, November 14**

Reading Week: November 7-11

Week 10 (November 15 & 17): Gender History

Read for discussion November 15 and for Short Assignment 4:

- Judith R. Walkowitz, “Jack the Ripper and the Myth of Male Violence,” *Feminist Studies* 8, 3 (Autumn 1982), 542 - 574.
- Judith R. Walkowitz, *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (Chicago: University of Chicago Press, 1992), Chap 7, pp. 191 – 228 & notes, 301-310. (Available at TFDL as an e-book.)

Short Assignment 4 due: Friday, November 24

Week 11 (November 22 & 24): Oral History

Read for discussion November 22 and Short Assignment 5:

- Julie Cruikshank, "Oral Tradition and Oral History: Reviewing Some Issues. *Canadian Historical Review*, 75,3 (1994): 403-18.
- Julie Cruikshank in collaboration with Angela Sidney, Kitty Smith, and Annie Ned, *Life Lived Like a Story: Life Stories of three Yukon Native Elders* (Vancouver: UBC Press, 1990), 21- 41. (posted on D2L)
- Read part 3 of *How to Think, Read, and Write in the 21st Century* in preparation for Writing Workshop on Thursday

Short Assignment 5 due: Friday, November 25**Week 12 (November 29 & December 1): Public History, Memory, & Citizenship**

- Priya Satia, Britain's Culture War: Disguising Imperial Politics as Historical Debate and Empire *Journal of Genocide Research* 24, 2: 308-320.
- Peter Sexias, "What is Historical Consciousness?" in *To the Past: History Education, Memory, and Citizenship in Canada*, ed. Ruth W. Sandwell (Toronto: University of Toronto Press, 2006): 11-31. (Available at TFDL as an e-book.)
 - **Quiz on Sexias will be posted Monday, November 25**

Guest Speaker: Kesia Kvill, Curator Heritage Park

Week 13 (December 6): Review

Research Essay due: Friday, December 9.

There is no registrar-scheduled final exam.

**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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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.

***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.*

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 University of Calgary [Student Academic Misconduct Policy](#) 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

Students are advised that any research with human participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#). In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments”.

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials”.

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 and gender-based 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
- Campus Security 220-5333

Department of History Twitter @ucalgaryhist

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