

**UNIVERSITY OF CALGARY DEPARTMENT OF HISTORY**  
**HTST 300 (SPRING 2019) – THE PRACTICE OF HISTORY**

Instructor: Dr. Ken MacMillan	Lecture Location: SA 247
Email: <a href="mailto:macmillk@ucalgary.ca">macmillk@ucalgary.ca</a>	Lecture Hours: MW 12:00-2:45pm
Office: SS 628	Office Hours: MW 10:45-11:45am

## **Introduction**

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 manageable while prioritizing skills acquisition and hands-on application of the historical discipline in a combination of lectures and workshop-styled activities. Regular attendance will be required in order to succeed in this course.

## **Learning Outcomes**

Participants in this course will have the opportunity to:

- Develop an understanding of the history of History and of the historian’s skill set;
- Learn about and use libraries and archives;
- Analyze primary and secondary sources;
- Practice correct citation style and writing methods for History;
- Produce a timeline that shows chronological awareness and cause and effect relationships;
- Develop ethical, empathetic, evidence-based, and argumentative research essays;
- Enhance skills in communication, debate, and analysis in small group environments.

## **Reading List**

*The History Student’s Handbook: A Short Guide to Writing History Essays* (D2L)  
Other reading material as assigned during term (D2L or other online access)

## **Grade Distribution**

Participation	Throughout Term	10%
Clio’s Notebook	Throughout Term; June 28	30%
Historical Timeline	May 22	20%
Primary Source Analysis	June 5	20%
Secondary Source Analysis	June 19	20%

Please note that there is no final examination for this course. All assignments will be given letter or percentage grades, according to the table provided below. All assignments must be uploaded to the course D2L Dropbox by midnight on the day they are due. Extensions must be requested in advance of due dates. Late assignments will be penalized 3% per day, including weekends.

## **Participation**

We will work in small groups at least once each day, examining sources, questions, and methods. The participation grade will be assigned at the end of term based on this work. Ensure that your name is recorded on all worksheets and work product. You are expected to participate in these sessions in an informed, active, and respectful manner. Please note that there will be no opportunity to make up participation grades lost due to absence unless this is the result of illness or other extenuating circumstances.

## **Clio's Notebook**

“Clio’s Notebook” is a practice portfolio that will include approximately ten projects, each of which will take between 30–90 minutes to complete. The purpose of the practice portfolio is to assist you in developing mastery of the historical discipline and its methods in a manner that recognizes the importance of “scaffolded learning.” These projects will increase in complexity and expectations, and will build upon one another in a manner that reflects growing understanding of the course material. All portfolio assignments will appear on D2L on the day they are assigned and we will normally begin them in class. You are strongly encouraged to complete these projects on the day they are assigned, add them to your portfolio as you progress through the course, and review and finalize the entire portfolio at the end of the course. The complete portfolio is to be uploaded to D2L no later than midnight on June 28. It will be graded based on completeness, style and format (including writing quality and correct bibliographical references for citations), and demonstration that core concepts have been understood and applied.

## **Historical Timeline**

This assignment involves producing a timeline of a major historical event, from any historical subject, time period, or geographical location. In general, 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, World War I, the Cold War, the American civil rights movement, the Cuban Missile Crisis, South African Apartheid, and many, many others. Feel free to discuss your event with the instructor. The timeline should take the form of a table containing the following three headings:

Year(s)	Event(s)	Significance
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The timeline should contain approximately 30 entries (with 10–15 events per page, for a total of 2–3 pages), although this will vary depending on the historical event you have chosen. The “Significance” column should highlight cause-and-effect relationships between events. Remember to 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, as in all historical research, you should be careful not to use sources with clear biases or lack of evidentiary foundation, such as sites from political parties, promoters of counter-historical narratives (eg. holocaust denial websites), or amateur online sources (from students, the general public, or non-experts).

## **Primary Source Analysis**

This assignment involves selecting a primary source and writing an analysis of that source, using the methods discussed in class and the procedures described in part III of *The History Student's Handbook*. The analysis should be about 1000 words, or 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 a minimum of 20 pages in length, written by a single individual, between AD 500 and AD 2000. (If a larger source is chosen, it is acceptable to select a single chapter or section of about 20 pages.) This can be a source that was printed at the time it was written, or that remained in manuscript but has since been published for research use. Examples of sources include, but are not limited to: autobiographies, diaries, legal cases, legislative acts, letters, novels, pamphlets, public records, and treatises. It is acceptable to use English translations of foreign sources or modern editions of earlier sources. Feel free to consult the instructor regarding primary sources that attune to your historical interests.

## **Secondary Source Analysis**

This assignment involves selecting an academic article and writing a review of the source, using the methods discussed in class and the procedures described in part III of *The History Student's Handbook*. The review should be approximately 1000 words, or 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 should be a peer-reviewed academic article of at least 12 printed pages, written by a single individual or co-written by two or more individuals, and published since 2010. The article must have been written by a professional historian (this will normally be determined by looking at the author's academic affiliation), have appeared in a prominent historical journal, and have either footnotes or endnotes. There are many examples of such journals, but as a general guideline look for a journal produced by a university press. Feel free to consult the instructor regarding appropriate journals or articles that attune to your historical interests. It is acceptable to undertake additional research by examining, for example, the author's professional website. List any additional works consulted in a properly-formatted bibliography.

## **General Assignment Instructions**

Because this is a methods course, all assignments will be evaluated, in part, on their quality of writing, organization, and presentation, according to the strict application of *The History Student's Handbook*, and in particular the requirements noted in part IV of the handbook. You will be required at all times to conform to the methodologies and citation styles of the historical discipline and you should expect to lose grades for failure to abide by these disciplinary standards. Each assignment will be accompanied by a grading rubric, available in advance on D2L, which should be consulted before submission.

## **Inclusiveness, Accommodation, and Classroom Conduct**

I am committed to creating an inclusive learning environment for all registered participants. If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email or during office hours to discuss reasonable measures that will ensure your success in this course. Part of creating an inclusive learning environment involves respecting your fellow classmates. Please refrain from disruptive activities, including opening food packages, chatting with friends, and using the internet, a cell phone, or other electronic devices. Laptops and tablets should only be used for note taking or for using the reading materials during group sessions. Ensure that your phone is set to silent mode or is turned off. The University advocates “scent-free awareness”; please respect the fact that some people are adversely affected by exposure to scented products and consider minimizing their use. To protect the privacy of others, students may not record in any format any activity that occurs within the classroom. Permission to record lectures will only be given to students registered with Student Accessibility Services; under no circumstances can there be recording of group work or similar activities that involve high participant involvement. All material in this course, including but not limited to lectures, quizzes, worksheets, and the textbook, are under the protection of copyright and may not be distributed to third parties under any circumstances.

## **Course Outline**

Due to the nature of this course, the structure is somewhat fluid. The course will be divided into two major sections, as follows.

Date	Topic	Key Dates
<b>Part I: The Historian’s Work</b>		
May 6–29	This component of the course will focus on the history of History; the historian’s skill set; the uses and abuses of History; types of History; method, theory, and ideology; and the types of sources used by historians.	May 20: No class Victoria Day May 22: Historical Timeline due
<b>Part II: Anatomy of an Essay</b>		
June 3–24	This component of the course will include two days at the Taylor Family Digital Library (June 3–5) and will examine in detail the process of developing a research essay, including ethical research, the use of oral testimony, and proper writing and citation methods.	June 3–5: Meet at TFDL (4 <sup>th</sup> floor) June 5: Primary Analysis due June 19: Secondary Analysis due
June 26	Conclusion: History Beyond the Academy	June 28: Clio’s Notebook due

## **Important Departmental, Faculty, and University Information**

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

*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](mailto: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](mailto: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 3<sup>rd</sup> 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](http://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](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](http://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](http://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](http://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](mailto:arts1@su.ucalgary.ca),  
[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto: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>
- Registration Changes and Exemption Requests:  
<https://www.ucalgary.ca/registrar/registration/appeals>.

*Spring/Summer 2019*