



UNIVERSITY OF
CALGARY

Department of History

HTST 300 THE PRACTICE OF HISTORY Summer 2021

Instructor: Dr. Ken MacMillan

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Office Hours and Method: By appointment only via Zoom

Course Delivery: Online, asynchronous, self-paced

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 No Later Than | Weight | Learning Outcomes |
|---------------------------|-------------------|--------|-------------------|
| Historical Timeline | July 7 | 15% | 4, 5 |
| Source Selections | July 14 | 5% | 2, 3, 4 |
| Primary Source Analysis | July 28 | 30% | 1, 3, 4, 6 |
| Secondary Source Analysis | August 4 | 30% | 1, 3, 4, 6 |
| Research Essay Template | August 11 | 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 (except Source Selections) 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 between 25 and 50 pages in length, written by a single individual, between 1300 and 1980. 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, please 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 online, using one of the many ebooks available through the University of Calgary library or other online 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 August 11. 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. Students should make use of the discussion forum on D2L to ask questions about the course material and assignments. In all such cases, use responsible digital citizenship by ensuring content is respectful and relevant. Individual questions or concerns may also be asked over email. I will normally respond to discussion threads and emails within 24 hours, Monday to Friday. 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.

Accommodation

If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact the instructor 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.

Online Self-Paced Instruction

The lectures for this course are pre-recorded using Yuja lecture capture, accompanied by PowerPoint presentations and websites, and are available in their entirety on D2L. This course is designed to be self-paced; although the schedule shown below indicates the recommended pace to complete the course by August 11, students are welcome to accelerate this timeline by viewing lectures and completing assignments earlier than scheduled. All lectures are for the exclusive use of students registered in this course, and may not be distributed to third parties under any circumstances.

Recommended Schedule (may be accelerated if desired)

| Week | Lectures | Due Dates |
|----------------|--|--|
| June 28-July 2 | “Introduction” “Clio’s Ascent” | Read Raab, <i>Who is the Historian?</i> and <i>The History Student’s Handbook</i> |
| July 5–9 | “Skills, Uses and Abuses” “Categories of History” | Historical Timeline due no later than July 7 |
| July 12–16 | “Historians and their Sources” “Location of Primary Sources” “Interrogating Primary Sources” “Secondary Sources” “Interrogating Secondary Sources” “Libraries and Archives” | Source Selections due no later than July 14 |
| July 19–23 | “Method, Theory, and Ideology” “Research Ethics” | |
| July 26–30 | “Writing and Presentation” “Anatomy of an Essay, Part I” | Primary Source Analysis due no later than July 28 |
| August 2–6 | “Anatomy of an Essay, Part II” “Anatomy of an Essay, Part III” | Secondary Source Analysis due no later than August 4 |
| August 9–11 | “Conclusion: History Beyond the Academy” | Research Essay Template due no later than August 11 |

**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. |
| 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. |

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 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](#).

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 of Calgary Calendar*, [Section K: Integrity and Conduct](#).

Academic Accommodations

Students needing an accommodation because of a disability or medical condition should contact [Student Accessibility Services](#) in accordance with the Procedure for Accommodations for Students with Disabilities in the [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 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](#).

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
- Campus Security (220-5333)

Department of History Twitter @ucalgaryhist

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