

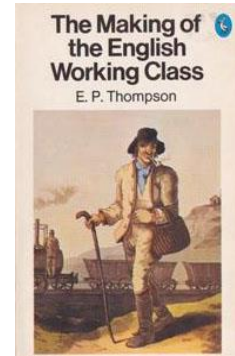


Marc Bloch
1886-1944



UNIVERSITY OF
CALGARY

Faculty of Arts
Department of History



1963

HTST 496 Historical Methods and Philosophy of History
Fall 2015

Friday 2:00-4:45pm
Room: SS613

Instructor: Dr. Paul Stortz
Office Location: SS618
E-Mail: pjstortz@ucalgary.ca
Office Hours: Wednesday, 11:00-12:00pm; Fridays, 1:00-2:00pm

Course Description

This course examines the pursuit of historical knowledge as a formal and informal intellectual practice that has evolved over the centuries into a complex set of intersecting approaches, ideologies, perspectives, interpretations, and arguments. Historical developments and events provided the time, space, and place for intellectual currents to shape negotiated cultural understandings couched in contingently fluid definitions of citizenship, nationhood, gender, ethnicity, state formation, and identity. We discuss the movement of historical knowledge and subjectivities to the postmodern and postcolonial socio-intellectual national and international communities of today. The increasing multiplicity of mediated historical strategies will be examined, all vying for authority in society, public, industry, government, and the university, and among researchers and readers.

This course asks integral questions such as: How have definitions of history and historical research changed over time? How has historical knowledge been informed and validated by methodologies associated with unraveling the past? How has interdisciplinarity enhanced the efficaciousness of historical practice in the twentieth century? What underlying historical events have accelerated the evolution of thinking about the past, and have given rise to a vast mosaic of historical discourses, narratives, and experiences? How has historical perception **problematized and complicated** the theoretical and philosophical constructions of the modern world?

The following is a selection of key concepts that will be discussed in this course:

agency	grand narratives	microhistory
causation	hegemony	<i>Mentalités</i>
citizenship	hermeneutics	Modernism
class	historicism	narrative
counterfactual history	historical relativism	nationalism and nationhood
critical theory	the imagination	objectivity/subjectivity
culture	inference	ontology
deconstructionism	interdisciplinarity	oral history
epistemology	interpretation	postcolonialism
existentialism	labour	postmodernism
explanation	lived experience	poststructuralism
family reconstitution studies	Marxism	structuralism
gender	memory	truth

Objectives of the Course

1. through lectures, discussion, and structured research, to provide an academic forum for the study of historical methodologies and the philosophies behind constructions and mediated multiple and contested forms of historical knowledges in the twentieth century;
2. to engage students in critically analyzing and interpreting the discipline and pursuit of history in the context of recognizable, and substantive, as well as implicit and hidden, historical developments;
3. to analyze important issues and discourses in myriad ideologies and practices of history as they undergird and intersect conceptions of regionalism, gendered, classed, and ethnic voices, multiculturalism, science and technology, religion and secularization, the media, education and higher education, communications, popular culture and consciousness, visual art, oral and written traditions, and cultural and intellectual turns;
4. to help equip the student with the academic tools and background knowledge necessary to critically, clearly, and effectively study history as a dynamic intellectual creation that is integrally informed by contingent and subjective individual interpretations;
5. to explore the historical meanings of interdisciplinarity, postmodernism, poststructuralism, and postcolonialism as they have occupied, challenged, and provoked our intellectual growth as individuals and as a society;
6. to examine the fluid intellectual axis of time, space, and place on how history is created, shaped, and purveyed in individual and community identities, research, and discourses;
7. by researching the historiography of methods and philosophies of history in the twentieth century, history as an intellectual approach will be seen as an on-going, intensive, and evolving set of intellectual approaches and paradigms subject to immediate challenge and revision as well as affirmation and authority;

8. to encourage **curiosity** into the bases of reality, **argument over opinion**, and judgment in the context of the acknowledgement and discipline of history. The intellectual historical foundations of this course require the participants **to constantly and critically challenge their own pre-conceived** notions, ideas, conceptions, perspectives, biases, predispositions, paradigms, and proclivities related to the past and present world they inhabit that is predicated on critical intellectualism, historical reflection, and human behaviour and motivations;

9. to promote an individual and collective mindset of the embracement and respect of alternative viewpoints, arguments, and perspectives. The course participants must consider the larger goal of constructing and promoting a critical mind and altruistic and humane perspectives towards people, society, and cultures regionally, nationally, and globally using history and historical philosophies and methodologies as core intellectual tools;

10. to discuss strategies, options, and outlets for peer-reviewed publication of original research conducted in this course.

Readings

Peter Claus and John Marriott, *History: An Introduction to Theory, Method, and Practice*. Essex, UK: Pearson, 2012. (available in bookstore).

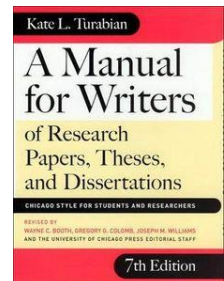
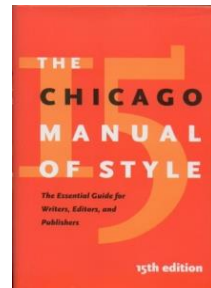
Other readings are available on-line through the University of Calgary library.

Highly Recommended Reading and Research Tools

1. Department of History, “The History Student’s Handbook: A Short Guide to Writing History Essays” (2009). The guide can be found on the left tab “Essay Guide” on the Department of History website, undergraduate page,

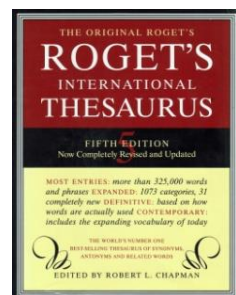
<http://hist.ucalgary.ca/undergraduate>

2. *The Chicago Manual of Style* (or the abbreviated *Turabian: A Manual for Writers*). Consistent and accurate formatting style is fundamental to the writing components of this course.



3. *Funk and Wagnalls Canadian College Dictionary*. Toronto: Fitzhenry and Whiteside; *Oxford English Dictionary* (latest edition).

4. Chapman, Robert L., ed. *The Original Roget’s International Thesaurus*. New York: Harper Collins (latest edition).



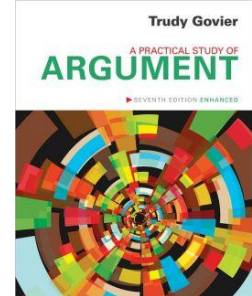
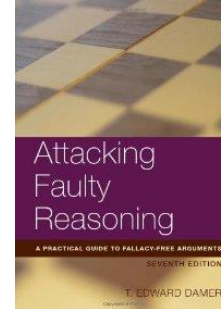
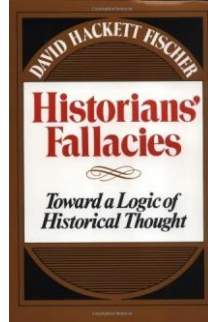
5. *The Globe and Mail*; *Calgary Herald*; *CBC’s The National*; *CBC Radio*

6. Disciplinary peer-reviewed history and related journals, for example: *Journal of the Canadian Historical Association*, *Canadian Historical Review*, *Histoire Sociale/Social History*, *Alberta History*, *B.C. Studies: A Quarterly Journal of the Humanities and Social Sciences*,

History and Theory, History of Intellectual Culture, Journal of Canadian Studies, Journal of Ethnic and Migration Studies, Labour/Le Travail, Paedagogica Historica: International Journal of the History of Education; University of Toronto Quarterly: A Canadian Journal of the Humanities. Referring to works in peer-reviewed academic journals is required in this course.

7. Books on critical thinking and informal logic.

Examples include: David Hackett Fischer, *Historians' Fallacies: Towards a Logic of Historical Thought* (New York: Harper Perennial, 1970); T. Edward Damer, *Attacking Faulty Reasoning: A Practical Guide to Fallacy-Free Arguments*, latest edition (Belmont, CA: Wadsworth Cengage Learning/Nelson Education Ltd.); Vincent Ryan Ruggiero, *Beyond Feelings: A Guide to Critical Thinking*, latest edition



(New York: McGraw-Hill); Brooke Noel Moore and Richard Parker, *Critical Thinking*, latest edition (New York: McGraw-Hill). Also see David Hackett Fischer, *Historians' Fallacies: Toward a Logic of Historical Thought* (New York: Harper & Row, 1970).

Schedule of Lectures and Readings

The schedule of discussion and readings is available on D2L.

Assignments and Evaluation

Students must keep a copy of each submitted assignment and be able to produce it immediately if requested. Assignments cannot be submitted via email. Assignments are considered officially submitted only when they are received by the instructor in hardcopy form. All assignments will be based on the material covered in lectures, assigned readings, handouts, the course text, "Constructing and Writing a History Argument," and in-class discussion. Demonstrated knowledge of the topics covered will be graded according to depth and breadth of analysis, perception, research, and expression of the material. In all long and short answer and essay components of the assignments and the examination, an understandable and clearly-presented argument is necessary. Following the research and writing guidelines discussed in class and in the *Chicago Manual of Style* are required for structuring and arguing the material covered throughout the course. Not following the instructions and details of these reference materials will result in a negative assessment on any course components or assignments.

Evaluation will also take into consideration clarity of thought and presentation. The final mark on the assignments and examination will be affected negatively by improper grammar and organization, lack of clarity, poor spelling and presentation, incomplete or faulty sentence and paragraph structures, use of ghost subjects, lack of detail and substantiation in the argument, and lack of proper argumentation. All of these items are the *sine qua non* for expressing thoughts and analysis on concepts discussed in historical studies.

All assignments are due in class on the due date (see Policy for Late Assignments, below).

Evaluation Breakdown

Assignment	Weight	Due Date	Comments
Leading of Discussion	15%	to be determined	Details of this component of the course will be discussed in class.
Article Analysis	30%	30 October	Details of the assignment will be circulated prior to the beginning of class.
Argument Paper	40%	4 December	Details of the Argument Paper will be discussed in class.
*Participation	15%	throughout the term	Criteria for assessment of participation will be discussed in class.

*Participation is an extremely important and required component of this course, and full attendance is mandatory (exceptions must be discussed immediately with the instructor). Participation includes the critical expression of knowledge and discussion of all assigned readings for each class, as well as insight and arguments pertinent to discussion and lecture topics. A handout that explains the participation mark is available on the course D2L.

Adherence to classroom etiquette is vital. Talking in class while the lecture, presentations, and related discussions are conducted is unacceptable, and will reflect negatively on the participation mark. Among the main arguments for this is that it disrupts the intellectual culture of the class and disturbs your student colleagues. Food and (non-alcoholic) drink are allowed, cell phones must be turned off.

Please note that hardcopies or electronic copies of class lectures, slides, and notes are not available on D2L or through the instructor.

► If ALL assignments are NOT completed in the course, the final grade will be assessed a "F."

Registrar-scheduled Final Examination: No.

Policy for Late Assignments and Assignments Submitted Outside of Class:

All assignments are due on the due date. Assignments submitted after the deadline will be penalized a loss of grade (e.g., B to a B-) for each day late. If assignments are not submitted directly to the instructor, a (red) drop box is available outside of the main office in the history department, SS656. Do not hand in papers to the front desk of SS656 — use the red box only. If submitting an assignment outside of class, please ensure that the instructor's name and course number are clearly indicated on the front page. The box is emptied

daily at 8:30am and 4:00pm, stamped with that day's date, and placed in the instructor's mailbox. Any assignments handed in after 4:00pm will be collected the following workday and stamped with that day's date and be considered late. The papers are not time stamped. To be fair to members of the class who meet assignment deadlines, course workload or computer problems are not acceptable reasons for late submissions. Late assignments due to health reasons must be accompanied by a stamped physician's note explaining clearly the reasons for the missed deadline.

Assignments submitted after the stipulated time and day of submission will be graded but without written comments.

Grading Scale (The grade scale has been adopted for use in all Canadian Studies, History, and Latin American courses.)

Letter Grade	Percentage Grade	GPA	Description
A+	90-100%	4.0	Outstanding
A	85-89%	4.0	Excellent, superior performance, showing comprehensive understanding of subject matter
A-	80-84%	3.7	
B+	77-79%	3.3	
B	73-76%	3.0	Good, clearly above average performance with knowledge of subject matter generally complete
B-	70-72%	2.7	
C+	67-69%	2.3	
C	63-66%	2.0	Satisfactory, basic understanding of subject matter
C-	60-62%	1.7	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation
D+	56-59%	1.3	Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject.

D	50-55%	1.0	Minimal Pass, marginal performance
F	0-49%	0.0	Fail, unsatisfactory performance or failure to meet course requirements

Note: for the official grade on any assignment or examination, a “F” is calculated as zero percent.

Plagiarism and Other Academic Misconduct

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,” 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*.

Use of Internet and Electronic Communication Devices



During class, cell phones must be turned off. To promote the full academic freedom of class participants that includes the free and unimpeded intellectual exchange of knowledge, arguments, ideas, and information, and to protect copyright of course material, **audio or visual recording of lectures, discussions, presentations, or media including PowerPoint slides is strictly prohibited.** Unauthorized recording of lectures and discussions is a serious academic offense and is included in the university calendar under the definition of “Academic Misconduct.” Please note that use of laptops for other than typing lecture, discussion, and presentation notes is distracting for colleagues nearby.

Ethics

Whenever you perform research with human participants (i.e., surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. **You cannot conduct interviews of any kind for the explicit purposes of research for this course unless you consult**

with the instructor first. For more information about your research ethics responsibilities, see the University of Calgary Research Ethics site: <http://arts.ucalgary.ca/research/for-researchers/ethics>

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the *Freedom of Information and Protection of Privacy Act* (FOIP). As one consequence, students must identify themselves on all assignments and the examination by placing their name on the front page and their ID number. For more information, see <http://www.ucalgary.ca/secretariat/privacy>

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 coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Student Accessibility Services

Academic Accommodations: Requesting academic accommodations is the student's responsibility. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services (SAS), please contact them at 403-220-6019. Students who have not registered with SAS are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

Faculty of Arts Program Advising and Student Information Resources

If you have a question, but not sure where to start, the Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts. Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns. For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at 403-220-5881 or visit their office on the 3rd floor of the Taylor Family Digital Library. For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit their office in the MacKimmie Library Block.

Writing Support Services

Students are required to concentrate on their thinking and writing skills while engaged in the contextual and academic analysis of the historical methods and the philosophy of history. The instructor may be consulted on questions relating to writing, presentation, critical thinking, and argumentation skills. All assignments require the use of informal historical argumentation and argumentative structure. Students must become familiar with “Constructing and Writing a History Argument” (available on-line through the course Desire2Learn). 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 such as grammar, punctuation, and sentence structure, but also general clarity and organization. Research papers must be properly documented.

If you need help formulating a thesis statement, about the proper use and formatting of footnotes, or want to ask someone about your written assignment for this or any other history class, besides seeking out the guidance of the instructor, the Department of History offers small-group and individual writing support from some of our top graduate students for all students registered in a History class. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca. Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. 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.

Universal Student Ratings of Instruction

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference – please participate in USRI Surveys.

Other Useful Information

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/secretariat/privacy>

Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

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>