
HTST 496

Historical Methods & Philosophies of History

Fall Term 2019
F 14.00-16.45, SS 613

Instructor: Dr. Petra Dolata
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Office Hours: Fridays 10.00 – 12.00

Course Overview

This seminar introduces students to the disciplinary traditions and practices of history and encourages them to critically engage in current debates about how history can and should be written. The course will focus on historiographical trends and methods and discuss key categories of analysis that historians have used since the early twentieth century. In doing so, the course will make connections to other disciplines which have both contested and informed historical methods and theories. In addition, we will chart how critical theories have challenged the way that historians construct their narratives relying on “historical truth.” Equally, we will investigate the political and emancipatory role of history.

Course Outcomes

After successful completion of this course, students will have had the opportunity to:

- engage with the central methods of history as a discipline
- identify and explain different historical methods and philosophies
- understand how historians’ theoretical and philosophical perspectives influence their formulation of research questions, their evaluation of evidence, the construction of their arguments and narratives
- critically assess historical debates
- distinguish and interrogate historiographical approaches
- apply historical methodologies to their own research

Evaluation

Historiographical Essay	50%
Class Presentation	25%
Position Papers (3 @ 5%)	15%
Class Participation	10%

Required Texts

- 1) Anna Green and Kathleen Troup. *The Houses of History: A Critical Reader in History and Theory*. 2nd ed., Manchester: Manchester University Press, 2016.
- 2) Alun Munslow, *The Routledge Companion to Historical Studies*, 2nd ed. London: Routledge, 2006. online, UofC Library
- 3) Links to additional readings will be posted on D2L

Recommended Text

John Tosh. *The Pursuit of History: Aims, Methods and New Directions in the Study of History*. 6th ed. London: Routledge, 2015.

Deadlines

2 Dec 2019, 9 pm
Historiographical Essay

Individually scheduled
Class Presentation

Individually scheduled
Position Papers

Assessed throughout the course
Class participation

Assignment Descriptions

Historiographical Essay:

Students will have to submit a historiographical essay of approximately 10-15 pages. They will choose one of the broad subject areas of the course and apply the respective theoretical ideas to their own area of interest or research (alternative categories can be negotiated). Topics will be chosen in consultation with the instructor. More specific guidelines will be made available at the beginning of the term. Please submit electronically on D2L.

Class Presentation:

Students will be expected to give one 20-minute oral presentation. The goal of the presentation will be to provide knowledgeable discussions of supplementary readings that are relevant to the topic of discussion for that day. Students will read a book and/or a collection of articles and present an assessment of the central arguments, debates and methodologies. In addition, they will pose one discussion question which links the required and supplementary readings for that session. Readings for these presentations will be chosen in consultation with the instructor.

Class Participation:

Part of the course grade will depend upon regular class participation. Students are expected to have read all required readings before class and to engage in the class discussion on these readings. Close readings of assigned texts will be an integral part of this class. Please note that attendance is not participation.

Position Papers:

Three times during the semester students will write short position papers on one or more of the course readings. These responses should be 1500 words and must not summarize the readings but set out to prove a thesis in direct response to the readings.

Course Plagiarism Policy

I expect all students to be familiar with the plagiarism policy of this university, which is described in the section on academic misconduct in the University calendar. Please ask me if you have any questions or concerns. There is absolutely no excuse for not knowing what plagiarism is at the university level, and all cases of plagiarism will be referred to the Associate Dean of the Faculty of Arts.

Important Note on Using Internet Sources

The Internet is full of misleading and historically inaccurate information. You may not cite web sites in your papers for this course. You may use scholarly journal articles and books that are published in paper form but are available online. Cite the paper version without the URL.

D2L

The D2L site for this course will deliver some of the documents to be discussed in class. The instructor will also be posting most of the announcements made in class. Students are encouraged to check D2L regularly.

Course Policies

- All assignments and exams must be completed in order to pass the course. Deadlines, once they have been agreed upon with the instructors, are firm. Two percentage points will be deducted from your mark for every day your paper is late.
- Assignments should be submitted electronically in a word document format.

Classroom Policies

- Students are expected to arrive in class prepared to learn and discuss material.
- A seminar depends upon students being able to refer to the readings in class, so bring them to class (either as print outs or digitally)
- Please set all cell phones/wireless devices to silent mode when attending seminars.

Weekly Topics

Week 1 (6 Sept): Introduction /

Week 2 (13 Sept): Empiricism / Historicism

Week 3 (20 Sept): Class / Society / Historical Sociology

Week 4 (27 Sept): The Nation / Nationalism/ Anthropology and Ethnohistory

Week 5 (4 Oct): The State / Political Philosophy / Political Science and History

Week 6 (11 Oct): The Public Sphere and Civil Society, Public and Community Histories

Week 7 (18 Oct): Story-Telling, Oral Histories

Week 8 (25 Oct): Transnational, International and Global Histories

Week 9 (1 Nov): The Linguistic Turn, Postmodernism and Cultural History

Week 10 (8 Nov): Racism, Imperialism, Post-Colonialism

Midterm Break (15 Nov)

Week 11 (22 Nov): Gender and Sexuality

Week 12 (29 Nov): The Spatial Turn, Environmental History, Geography and History

Week 12 (6 Dec): History of Emotions, The Ethical / Moral Turn

HTST 496: Weekly Topics and Reading Assignments

Required Text (indicated by *)

Anna Green and Kathleen Troup. *The Houses of History: A Critical Reader in History and Theory*. 2nd ed., Manchester: Manchester University Press, 2016.

Alun Munslow, *The Routledge Companion to Historical Studies*, 2nd ed. (London: Routledge, 2006) online, UofC Library

Week 1 (6 Sept): Introduction

Readings

* Green & Troup, *The Houses of History*: Chapter 1.

* Munslow, *The Routledge Companion to Historical Studies*: 1-20.

Week 2 (13 Sept): Empiricism / Historicism

* Green & Troup, *The Houses of History*: Chapter 2.

*Munslow, *The Routledge Companion to Historical Studies*: "Empiricism"

Georg G. Iggers, "The Image of Ranke in American and German Historical Thought," *History and Theory* 2, 1 (1962): 17-40.

Leopold von Ranke, *A History of England Principally in the Seventeenth Century* (Oxford: Clarendon Press, L. von. 1875): Preface.

Supplementary Readings

*Munslow, *The Routledge Companion to Historical Studies*: "Liberal Humanism," "Evidence," "Facts," "Colligation," "Narrative," and "Sources."

Andreas Boldt, "Ranke: Objectivity and History," *Rethinking History* 18, 4 (2014): 457-474.

J. D. Braw, "Vision as Revision: Ranke and the Beginning of Modern History," *History and Theory* 46, 4 (2007): 45-60.

George G. Iggers & James M. Powell (eds.), *Leopold von Ranke and the Shaping of the Historical Discipline* (New York: Syracuse, 1990).

Leopold von Ranke, *A History of England Principally in the Seventeenth Century* (Oxford: Clarendon Press, L. von. 1875).

Week 3 (20 Sept): Class / Society / Historical Sociology

Readings

* Green & Troup, *The Houses of History*: Chapters 3, 5 & 6.

*Munslow, *The Routledge Companion to Historical Studies*: "Annales," "Class," and "Truth"

Fernand Braudel, "Personal Testimony," *Journal of Modern History*, 44, 4 (1972): 448-467.

Jürgen Kocka, "The Middle Classes in Europe," *Journal of Modern History* 67, 4 (1995): 783-806.

Karl Marx, "Introduction," in *Contribution to the Critique of Hegel's Philosophy of Right* (1844).

Supplementary Readings

Hannah Arendt, *The Human Condition* (Chicago and London: University of Chicago Press, 1958).

Michael Harsgor, "Total History: The Annales School," *Journal of Contemporary History*, 13, no. 1 (1978): 1-13.

T. H. Marshall, *Class, Citizenship and Social Development: Essays by T.H. Marshall* (Garden City, N.Y: Doubleday, 1964).

Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte* (1852).

Arthur Marwick, ed., *Class in the Twentieth Century* (Brighton: Harvester, 1986).

Hugh McLeod, *Piety and Poverty: Working-Class Religion in Berlin, London and New York 1870-1914* (New York: Holmes & Meier, 1996).

Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia, and China* (Cambridge: Cambridge University Press, 1979).

Thorstein Veblen, *The Theory of the Leisure Class: An Economic Study of Institutions* (London: Allen and Unwin, 1924).

Week 4 (27 Sept): The Nation / Nationalism/ Anthropology and Ethnohistory

Readings

*Green & Troup, *The Houses of History*: Chapter 8.

Benedict Anderson. *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (London: Verso Press, 2016 [1983]): Chapters 1-5.

Hugh Trevor-Roper, "The Invention of Tradition: The Highland Tradition of Scotland," in *The Invention of Tradition*, ed. Eric Hobsbawm and Terrence Ranger (Cambridge and New York: Cambridge University Press, 1983): 15-41.

Supplementary Readings

Isaiah Berlin, *The Crooked Timber of Humanity: Chapters in the History of Ideas* (New York: Vintage Books, 1992).

John Breuilly, *Nationalism and the State* (Manchester: Manchester University Press, 1993).

Clifford Geertz, *Old Societies and New States: The Quest for Modernity in Asia and Africa* (New York: Free Press, 1963).

Ernest Gellner, *Nationalism* (London: Weidenfeld and Nicolson, 1997).

Eric J. Hobsbawm, *Nations and Nationalism since 1780: Programme, Myth, Reality*, 2nd Edition (Cambridge: Cambridge University Press, 1990).

Claire Norton, ed., *Nationalism, Historiography and the (Re)Construction of the Past* (Washington, D.C.: New Academia Publishing, 2007).

Anthony Smith, *Myths and Memories of the Nation* (Oxford: Oxford University Press, 1999).

Week 5 (4 October): The State / Political Philosophy / Political Science and History

Readings

*Munslow, *The Routledge Companion to Historical Studies*: “A priori/a posteriori,” “Continental philosophy,” “Hegel, G.W.F.,” “Kant, Immanuel,” “Inference,” “Metaphysics,” and “Enlightenment.” Francis Fukuyama, “The End of History?” *The National Interest* 16 (1989): 3-18.

G.W.F. Hegel, *Reason in History: A General Introduction to the Philosophy of History*: Parts III and IV

G.W.F. Hegel, “Who Thinks Abstractly.”

Immanuel Kant, *The Critique of Pure Reason* (1781): Introduction (as in the first edition) & Introduction (as in the second edition).

Supplementary Readings

Francis Fukuyama, *The End of History and the Last Man* (New York: Free Press, 1992).

G.W.F. Hegel, *Elements of the Philosophy of Right* (1821).

G.W.F. Hegel, *Lectures on the Philosophy of History* (1837).

Immanuel Kant, *Critique of Pure Reason* (1781).

Peter Singer, *Hegel: A Very Short Introduction* (Oxford: Oxford University Press, 1983).

Frederick G. Weiss, ed., *Hegel: The Essential Writings* (New York: Harper Torchbooks, 1974), especially “Objective Spirit: Human Conduct and Philosophic Truth.”

Week 6 (11 Oct): The Public Sphere and Civil Society, Public and Community Histories

Readings

*Munslow, *The Routledge Companion to Historical Studies*: “critical theory.”

* Green & Troup, *The Houses of History*: Chapter 13.

Jürgen Habermas, *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society* (Cambridge, Mass: The MIT Press, 1991 [1989]): 1-26.

Geoff Eley, “Nations, Publics, and Political Cultures: Placing Habermas in the Nineteenth Century,” in *Habermas and the Public Sphere* (Cambridge, Mass. and London: MIT Press, 1993), 289-339.

Matthew Hayday, “Contesting Canada Day: A Tradition of Engagement, Challenges and Change,” *ActiveHistory.ca* 30 June 2017.

Supplementary Readings

Margaret Conrad et al., *Canadians and Their Pasts* (Toronto: University of Toronto Press, 2013).

Ben Cowell, *The Heritage Obsession: The Battle for England’s Past* (Stroud, UK: Tempus Publishing, 2008).

Jerome de Groot, *Consuming History: Historians and Heritage in Contemporary Popular Culture* (London: Routledge, 2009).

Nicole Neatby & Peter Hodgins, ed., *Settling and Unsettling Memories: Essays in Canadian Public History* (Toronto: University of Toronto Press, 2012).

Roy Rosenzweig & David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998).

Laurajane Smith, *The Uses of Heritage* (London and New York: Routledge, 2006).

James Van Horn Melton, *The Rise of the Public in Enlightenment Europe* (Cambridge and New York: Cambridge University Press, 2001).

Week 7 (18 Oct): Story-Telling, Oral Histories

Readings

*Green & Troup, *The Houses of History*: Chapter 14.

Alistair Thomson, "Four Paradigm Transformations in Oral History," *The Oral History Review* 34, 1 (2007): 49-70.

Julie Cruikshank, "Oral Tradition and Oral History: Reviewing Some Issues," *The Canadian Historical Review* 75, 3 (1994): 403-418.

Nancy Janovicek, "Oral History and Ethical Practice: Towards Effective Policies and Procedures," *Journal of Academic Ethics*, 4, 1 (2006): 157-174.

Anna Sheftel & Stacey Zembrzycki, "Slowing Down to Listen in the Digital Age: How New Technology Is Changing Oral History Practice," *The Oral History Review* 44, 1 (2017): 94-112.

Supplementary Readings

Julie Cruikshank, *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory* (Vancouver, UBC Press, 1998).

Edward J. Little, Steven C. High & Thi Ry Duong, eds., *Remembering Mass Violence: Oral History, New Media, and Performance* (Toronto: University of Toronto Press, 2014).

Allessandro Portelli, *The Battle of Valle Giulia: Oral History and the Art of Dialogue* (Madison: University of Wisconsin Press, 1997).

Kristina R. Llewellyn, Alexander Freund & Nolan Reilly, eds., *The Canadian Oral History Reader*, repr. (Kingston & Montreal: McGill-Queen's University Press, 2015).

Thomas L. Charlton, Lois E. Myers & Rebecca Sharpless, eds., *The History of Oral History: Foundations and Methodology* (Lanham, MD: AltaMira Press, 2007).

Alf Lüdtke and William Templer, eds., *The History of Everyday Life: Reconstructing Historical Experiences and Ways of Life* (Princeton: Princeton University Press, 1995).

Paul Thompson, *The Voice of the Past: Oral History* (Oxford: Oxford University Press, 1978).

Week 8 (25 Oct): Transnational, International and Global Histories

Readings

C. A. Bayly et al., "AHR Conversation: On Transnational History," *The American Historical Review* 111, 5 (2006): 1441-1464.

Franz L. Fillafer, "A World Connecting? From the Unity of History to Global History," *History and Theory* 56, 1 (2017): 3-37.

Jürgen Kocka, "Comparison and Beyond," *History and Theory* 42, 1 (2003): 39-44.

David Meren, "The Tragedies of Canadian International History," *The Canadian Historical Review* 96, 4 (2015): 534-566.

Michael Werner and Bénédicte Zimmermann, "Beyond Comparison: Histoire Croisée and the Challenge of Reflexivity," *History and Theory* 45, 1 (2006): 30-50.

Supplementary Readings

Brian D. Behnken & Simon Wendt, eds., *Crossing Boundaries: Ethnicity, Race, and National Belonging in a Transnational World* (Lanham MD: Lexington Books, 2013).

Deborah Cohen & Maura O'Connor, *Comparison and History: Europe in Cross-National Perspective* (New York: Routledge, 2004).

Karen Dubinsky, Adele Perry & Henry Yu, eds., *Within and Without the Nation: Canadian History as Transnational History* (Toronto: University of Toronto Press, 2015).

Georg G. Iggers, Q. Edward Wang & Supriya Mukherjee, *A Global History of Modern Historiography*, 2nd ed. (New York: Routledge, 2016).

Diego Adrián Olstein, *Thinking History Globally* (Basingstoke: Palgrave Macmillan, 2015)

Jörn Rüsen, ed., *Western Historical Thinking: An Intercultural Debate* (New York: Berghahn, 2006).

Benedikt Stuchtey & Eckhardt Fuchs, eds., *Writing World History, 1800-2000* (Oxford: Oxford University Press, 2003).

Week 9 (1 Nov): The Linguistic Turn, Postmodernism and Cultural History

Readings

*Green & Troup, *The Houses of History*: Chapter 9 & 11.

*Munslow, *The Routledge Companion to Historical Studies*: “Emplotment,” “Linguistic Turn,” “Metanarrative,” “Event,” “Aesthetic turn,” “Mimesis,” “Trope,” “White, Hayden,” “Constructionist history,” “Deconstructionist history,” “Discourse,” “Modernism,” “Nietzsche, Friedrich,” “Postmodernism,” “Poststructuralism,” “Reconstructionist history,” and “Structuralism.”

Jane Caplan, “Postmodernism, Poststructuralism, and Deconstruction: Notes for Historians,” *Central European History* 22, 3/4 (1989): 260-278.

Clifford Geertz, *An Interpretation of Cultures* (New York: Basic Books, 1973): Chapter 1.

Supplementary Readings

Robert F. Berkhofer, *Beyond the Great Story: History as Text and Discourse* (Cambridge, MA: Belknap Press of Harvard University Press, 1995).

Anna Green, *Cultural History* (Basingstoke: Palgrave Macmillan, 2008).

Keith Jenkins, *The Postmodern History Reader* (London and New York: Routledge, 1997).

Alun Munslow, *Deconstructing History*, 2nd ed. (London: Routledge, 2006).

William H. Sewell, *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005).

Beverly C. Southgate, *Postmodernism in History: Fear or Freedom* (London: Routledge, 2003).

Alec W. McHoul & Wendy Grace, *A Foucault Primer: Discourse, Power, and the Subject* (New York: New York University Press, 1997).

Hayden White, *The Content and the Form: Narrative Discourse and Historical Representation* (Baltimore and London: Johns Hopkins University Press, 1987).

Hayden White, *Metahistory: The Historical Imagination in Nineteenth-Century Europe* (Baltimore and London: Johns Hopkins University Press, 1975).

Week 10 (8 Nov): Racism, Imperialism, Post-Colonialism

Readings

*Green & Troup, *The Houses of History*: Chapter 11.

*Munslow, *The Routledge Companion to Historical Studies*: “Objectivity,” “Postcolonial history,” and “Race.”

Gayatri Chakravorty Spivak, “Can the Subaltern Speak?,” in *Marxism and the Interpretation of Culture*, edited by C. Nelson and L. Grossberg (Basingstoke, UK: Macmillan, 1988).

Tzvetan Todorov, “Race and Racism,” in *Theories of Race and Racism: A Reader*, edited by Les Back & John Solomos (New York: Routledge, 2000), 64-70.

Supplementary Readings

Homi K. Bhabha, *The Location of Culture* (New York: Routledge, 1994).

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2000).

Frantz Fanon, *The Wretched of the Earth* (New York: Grove, 1961).

Uli Linke, *Blood and Nation: The European Aesthetics of Race* (Philadelphia: University of Pennsylvania Press, 1999).

Anne McClintock, *Imperial Leather: Race, Gender and Sexuality in Colonial Conquest* (New York: Routledge, 1995).

Edward Said, *Orientalism* (New York: Pantheon Books, 1978).

Gayatri Chakravorty Spivak, *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present* (

Nancy Leys Stepan, *'The Hour of Eugenics': Race, Gender, and Nation in Latin America* (Ithaca, N.Y. and London: Cornell University Press, 1991).

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995).

Midterm Break (15 Nov)

Week 11 (22 Nov): Gender and Sexuality

Readings

*Green & Troup, *The Houses of History*: Chapter 10.

*Munslow, *The Routledge Companion to Historical Studies*: "Epistemology," "Foucault, Michel," "Gender," "Post-feminism," and "Women's history."

Leonore Davidoff, "Class and Gender in Victorian England: The Diaries of Arthur J. Munby and Hannah Cullwick," *Feminist Studies* 5 (1979): 86–141.

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, 5 (1986): 1053-75.

Supplementary Readings

Bettina Bradbury, *Wife to Widow: Lives, Laws, and Politics in Nineteenth-century Montreal* (Vancouver: UBC Press, 2011).

John D'Emilio & Estelle B. Freedman, *Intimate Matters: A History of Sexuality in America*, 2nd ed. (Chicago: University of Chicago Press, 1997).

Michel Foucault, *History of Sexuality*, reissue edition, Vol, 1: An Introduction (New York: Vintage Books, 1990).

Rosemary A. Joyce, *Gender and Power in Prehispanic Mesoamerica* (Austin: University of Texas Press, 2000).

Robert A. Nye, *Masculinity and Male Codes of Honor in Modern France* (Oxford: Oxford University Press, 1993).

Joy Parr, *The Gender of Breadwinners: Women, Men, and Change in Two Industrial Towns, 1880-1950* (Toronto: University of Toronto Press, 1990).

Joy Parr, *Labouring Children: British Immigrant Apprentices to Canada, 1869-1924* (Toronto: University of Toronto Press, 1994).

Joan W. Scott, *Gender and the Politics of History* (New York: Columbia University Press, 1988)

Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice* (Cambridge: Harvard University Press, 1998).

Ann Laura Stoler, *Race and the Education of Desire: Foucault's History of Sexuality and the Colonial Order of Things* (Durham and London: Duke University Press, 1995).

Amanda Vickery, *The Gentleman's Daughter: Women's Lives in Georgian England* (New Haven and London: Yale University Press, 1998).

Week 12 (29 Nov): The Spatial Turn, Environmental History, Geography and History

Readings

Dipesh Chakrabarty, "The Climate of History: Four Theses," *Critical Inquiry* 35, 2 (Winter 2009): 197-222.

William Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 78, 4 (1992): 1347-1376.

Garrett Hardin, "The Tragedy of the Commons," *Science* 162: 3859 (1968): 1243-1248.

John R. McNeill, "Observations on the Nature and Culture of Environmental History," *History and Theory* 42, 4 (2003): 5-43.

Sverker Sorlin and Paul Warde, "The Problem of Environmental History: A Rereading of the Field," *Environmental History* 12, 1 (2007): 107-130.

Richard White, "Environmental History, Ecology, and Meaning," *Journal of American History* 76, 4 (1990): 1111-1116.

Supplementary Readings

Sara B. Pritchard, *Confluence: The Nature of Technology and the Remaking of the Rhône* (Cambridge: Harvard University Press, 2011).

Andrew C. Isenberg, *The Destruction of the Bison: An Environmental History, 1750-1920* (New York: Cambridge University Press, 2000).

Laurel Sefton MacDowell, *An Environmental History of Canada* (Vancouver: UBC Press, 2012).

Tina Loo, *States of Nature: Conserving Canada's Wildlife in the Twentieth Century* (Vancouver: UBC Press, 2006).

William Cronon, *Nature's Metropolis: Chicago and the Great West* (New York: W.W. Norton, 1991)

William Cronon, *Uncommon Ground: Towards Reinventing Nature* (New York: W.W. Norton, 1995).

Graeme Wynn, *Canada and Arctic North America: An Environmental History* (Santa Barbara: ABC-CLIO, 2006).

Alfred W. Crosby, *Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy* (New York: W. W. Norton, 2006).

Paul Warde, *Ecology, Economy and State Formation in Early Modern Germany* (Cambridge: Cambridge University Press, 2006).

Richard White, *The Organic Machine: The Remaking of the Columbia River* (New York: Hill & Wang, 1995).

Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (Oxford: Oxford University press, 1979).

Donald Worster, *A Passion for Nature: The Life of John Muir* (Oxford: Oxford University Press, 2008).

Week 13 (6 Dec): History of Emotions, The Ethical / Moral Turn

Readings

*Green & Troup, *The Houses of History*: Chapter 15.

*Munslow, *The Routledge Companion to Historical Studies*: “Agency/structure,” “Ethical turn,” “Hermeneutics,” “Intentionality,” and “Relativism.”

George Cotkin, “History’s Moral Turn,” *Journal of the History of Ideas* 69, 2 (2008): 293-315.

William M. Reddy, “Historical Research on the Self and Emotions,” *Emotion Review* 1, 4 (2009): 302-315.

Peter N. Stearns, “Girls, Boys, and Emotions: Redefinitions and Historical Change,” *The Journal of American History* 80, 1 (1993): 36-74.

Supplementary Readings

Zygmunt Bauman, *Modernity and the Holocaust* (Ithaca: Cornell University Press, 1989).

Francesca M. Cancian, *Love in America: Gender and Self-development* (Cambridge: Cambridge University Press, 1987).

John Corrigan, *Business of the Heart: Religion and Emotion in the Nineteenth Century* (Berkeley: University of California Press, 2002).

Dominick LaCapra, *Representing the Holocaust: History, Theory, Trauma* (Ithaca, N.Y: Cornell University Press, 1994).

Susan J. Matt & Peter N. Stearns, eds., *Doing Emotions History* (University of Illinois Press, 2014).

William Reddy, *The Navigation of Feeling: A Framework for the History of Emotions* (Cambridge: Cambridge University Press, 2001).

Barbara H. Rosenwein, *Emotional Communities in the Early Middle Ages* (Ithaca, NY: Cornell University Press, 2006).

Peter N. Stearns, *Jealousy: The Evolution of an Emotion in American History* (New York: New York University Press, 1989).

Peter N. Stearns, *American Cool: Constructing a Twentieth-century Emotional Style* (New York: New York University Press, 1994).

Tzvetan Todorov, *Facing the Extreme: Moral Life in the Concentration Camps* (New York: Henry Holt and Company, 1996).

Tzvetan Todorov, *Imperfect Garden: The Legacy of Humanism* (Princeton, N.J: Princeton University Press, 2002).

Program Advising and Student Information Resources:

- **Attention history majors: History 300 is a required course for all history majors. You should normally take it in your second year.**
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email artsads@ucalgary.ca, or book an appointment with an ASC advisor at <https://arts.ucalgary.ca/current-students/undergraduate>.
- For further information on academic advising and degree planning for arts students, see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>.
- For registration issues, paying fees, and assistance with MyUofC, contact Enrolment Services in MacKimmie Library Block (MLB), call 403-210-ROCK (7625), or visit <http://www.ucalgary.ca/registrar/>.
- Registration changes and exemption requests: <https://www.ucalgary.ca/registrar/registration/appeals>.

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
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.

Percentage	Letter Grade	Grade Point Value	Description
50-55	D	1.00	
0-49	F	0	Fail—unsatisfactory performance or failure to meet course requirements.

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 referenced.

Red Box Policy:

Essays and other assignments may be dropped into 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. are date stamped 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 at 4:00 p.m. Monday to Friday.

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

<https://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history-students-handbook-2019.pdf>

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
- Using 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 is reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the University of Calgary Calendar, Section K.

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

Copyright:

Instructors in all University of Calgary courses strictly adhere to the Copyright Act regulations and 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, you may be required to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Academic Accommodations (implemented July 1, 2015):

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy.

Students needing an accommodation because of a disability or medical condition should contact Student Accessibility Services (<https://www.ucalgary.ca/access/>) in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy.

Students needing an accommodation based on a protected ground other than disability should contact, preferably in writing, the course instructor.

Other Useful Information:

- Department Twitter @ucalgaryhist

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> 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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