



## Department of History

HTST 496  
Historical Methods and Philosophies of History  
Fall, 2020

**Instructor:** John R. Ferris

**Email:** ferris@ucalgary.ca

**Office Hours and Method:** M and W, 12 to 1, on Zoom; by email at any time.

**Course Delivery:** Online

**Originally Scheduled Class Times:** F 2:00 – 4:45 PM

**Synchronous Class Times:** F 2:00 – 4:45 pm

### Description

This course addresses the practice of History as a human activity, and as an academic discipline. It gives students an advanced understanding of “historiography” (the development of the study of history) and of “methodology” (how historians handle evidence, understand events, and make historical judgments). This seminar introduces undergraduate students to a variety of ancient and contemporary efforts to understand and to explain history, certain theories about the issue, some aspects of the method of the matter, and its links with other disciplines. This seminar addresses what historians do, and what philosophers think they should do. Its aims to have students think about the unity of theory and practice, and to combine the developments of the discipline with their own work. The course gives students ample opportunity to acquire and develop the skills of an historian themselves, by studying historical debates, and by analyzing primary and secondary sources. The course takes the form of a seminar, where regular attendance is essential for success. A grade will be assigned for class participation. It naturally will be affected by attendance, though the main criterion is the quality of comment. I will ensure that every student has an opportunity to speak, but I am not a press-gang, and those who do not contribute at all in participation will receive a grade of “F” for that assignment. For a student to raise questions is regarded as a form of participation. There is no textbook for the course, but readings are assigned for every session, mostly available through electronic means.

### Learning Outcomes

Participants in this course will have an opportunity to:

- Develop an understanding of the history of History and of the skills required for that task
- Develop an understanding of historical method.

- Analyse primary and secondary sources.
- Practice correct citation style and writing methods for History.
- Develop evidence based and argumentative research essays
- Enhance skills in oral debate and discussion in small group environments.

### **Required Texts for Purchase**

All articles listed below may be found through electronic holdings at The University of Calgary, including American History and Life, and Historical Abstracts. I provide internet addresses for some books: all the rest can be reached through the electronic resources of The University of Calgary Library, including the Hathi Trust.

### **Assessment**

There are no exams in this course. Grades are assigned for:

Class Participation. 25%.

Oral Report 25%

Term Paper: 50% (Due on the last day of classes, Dec 9, 2020)

All written work is to be given to the instructor in electronic form through D2L. All written work will be gauged on issues of content, like analysis and synthesis, and also on presentation, such as literacy and logic.

Any assignment submitted after the due date will be docked one full grade per week.

Students will complete a research paper, to be submitted at the end of the course, on some aspect of historiography or methodology. They also are required to consult with me before they select the topic for their term paper. Term papers should be a minimum of 5000 words in length, ( circa 20 double spaced papers), be drawn from the most important works relevant to the topic, and make use of a substantial number of different sources (at a minimum, ten monographs, or the equivalent in academic articles, roughly treating three articles as the equivalent of a book). The word "minimum" does not mean that such an effort will gain a grade of "A", merely that it will show you have made a serious effort. In past experience, most "A" and many "A-" papers will be greater in length and research than the minimum figures listed here, though of course a short and good paper always does better than a long and bad one.

In their term papers, students are expected to make use of academic articles, which often provide the best or most accessible treatment of important matters. Students easily can find relevant articles through compilations such as Historical Abstracts, available through the Library catalogue; these compilations also have useful search engines. One also can expand one's access to material by making use of Inter-Library Loan facilities, and the Hathi Trust. Before students use any internet based source for a term paper, they must discuss the matter with me in advance,

and give me the address of the website. While many authentic, useful and otherwise difficult to acquire documents and secondary works are available on the internet, many websites are also doubtful in value; simply because something can be accessed does not make it authoritative. Every student will be responsible for presenting one 20 minute oral report to one section of the seminar. These reports may be slightly less than 20 minutes; they cannot be more.

### **On-Line Instruction Statement:**

This course is synchronous and will be conducted by Zoom. Zoom links and passwords are intended only for students in this course: do not share them with anyone else. Do not share, publish or disseminate any materials provided for this course in Zoom. Students must use names associated with their UCID when participating in this class.

### **Schedule**

#### **Week One, 11 September 2020. Introduction. Discussion:**

Isaiah Berlin, "History and Theory: The Concept of Scientific History", in *History & Theory*, 1/1, ( 1960 ).

Each student will make a ten minute on any one of the documents in: The University of Calgary Library, Databases, The Chatham House Online Archive and Empire Online. Each student will provide a link to the document in question on D2L by the day before the class, 8 September. I will expect that each of you will have read all of these documents, in order to ease discussion.

#### **Week Two, 18 September 2020, Ancient Western History**

Herodotus, *The History*, Books One and Seven,

<http://classics.mit.edu/Herodotus/history.1.i.html>

Thucydides, *The Peloponnesian War*, <http://classics.mit.edu/Thucydides/pelopwar.1.first.html>.

Francis Hertog, "The Invention of History: The Pre-History of a Concept from Homer to Herodotus", *History and Theory*, 39/3, 2000, pp. 384-95.

#### **Week Three, 25 September 2020, Ancient Chinese Historiography**

Burton Watson, (tr), *Records of the Grand Historian*.

Oral Report: Burton Watson, *Ssu Ma Ch'ien, Grand Historian of China*, (1958).

#### **Week Four, 2 October 2020. Medieval Islamic History**

‘Ibn Khaldun, *The Muqadimah*

Oral Report: Chase Robinson, *Islamic Historiography*, ( Cambridge, 2002).

### **Week Five, 9 October, 2020. Classes and History:**

Karl Marx, The Communist Manifesto,  
<https://www.marxists.org/archive/marx/works/1848/communist-manifesto/>,  
“Engels on Historical Materialism”, New International, 1/3, Sept.-Oct. 1934, pp. 81-85,  
<https://www.marxists.org/history/etol/newspape/ni/vol01/no03/engels.htm>  
E.P. Thompson, The Making of the English Working Class , READ CHAPTERS I to VI, VIII, IX, XIV, XVI, SKIM the rest.  
[https://www.academia.edu/30385746/E\\_P\\_Thompson\\_Making\\_of\\_the\\_English\\_Working\\_Class\\_Vintage\\_1966\\_1](https://www.academia.edu/30385746/E_P_Thompson_Making_of_the_English_Working_Class_Vintage_1966_1)  
Isaiah Berlin, Karl Marx, His Life and Environment, (OUP, fourth ed. 1992), Chapter Six, “Historical Materialism”, pp 89-115; available as electronic edition, University of Calgary Library).

### **Week Six, 16 October 2020. Nations and Nationalism:**

Benedict Anderson, Imagined communities: reflections on the origin and spread of nationalism (1991),  
Ernst Gellner, Nations and Nationalism (1983).  
Oral Report: Eric Hobsbawm, and Terence Ranger, ed. *The Invention of Tradition*. Cambridge: Cambridge University Press, (1992)

### **Week Seven, 23 October 2020. Ethnocentrism and Eurocentrism**

Edward Said, Orientalism, (1978).  
David Cannadine, Ornamentalism, How the British Saw their Empire, (2001),  
Ferris, J.R., "'Worthy of Some Better Enemy?' The British Assessment of the Imperial Japanese Army, 1919-1941, and the Fall of Singapore" The Canadian Journal of History, August 1993.  
Ferris, J.R., “The Internationalism of Islam: British Perceptions of a Muslim Menace, 1840-1951”, Intelligence and National Security (24/1, February 2009), pp. 57-77.

### **Week Eight, 30 October, 2020. Postmodernism and the Linguistic Turn:**

Michel Foucault, Discipline and Punish: The Birth of the Prison (1975);  
Hayden V. White, “Foucault Decoded: Notes from Underground” (1973) and “The Question of Narrative in Contemporary Historical Theory (1984”); and Chris Lawrence, “Can Histories be True?: Narrativism, Positivism, and the “Metaphorical Turn” (1998), In History & Theory, <https://onlinelibrary.wiley.com/page/journal/14682303/homepage/haydenwhite>  
Oral Report: Bryan Palmer, Descent into Discourse: The Reification of Language and the Writing of Social History, (1990).

### **Week Nine, 6 November 2020. Women’s History**

H.G. Cocks, "Review Article, The Growing Pains of the History of Sexuality", *Journal of Contemporary History*, 39/4, pp. 657-66. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0022009404046779>

Joanne Scott, "Unanswered Questions", *American Historical Review* ( AHR), 113 ( 12.08), PP. 1053-1075, 1422-29.  
<http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=6&sid=64820423-7304-4199-afc7-2d50ce708bf0%40sdc-v-sessmgr02>  
<https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0022009404046779>

Laura Lee Downs, "If 'Woman' is Just an Empty Category, Then Why Am I Afraid to Walk Alone at Night? Identity Politics Meets the Post-Modern Subject" AND Joan W. Scott, "The Tip of the Volcano", AND Laura Lee Downs, "Reply to Joan Scott", *Comparative Studies in Society and History*, 35/2, 1993, pp. 414-37, 438-43, 444-51, <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/i209351>

Deborah Simonton, (ed), *The Routledge History of Women in Europe since 1700*, ( 2006), electronic version available through the Library.

### **Week Ten, 20 November 2020.**

T.S. Kuhn, *The Structure of Scientific Revolutions*, 2<sup>nd</sup>. Ed. , ( 1970).

Peter Novick, *That Noble Dream, The "Objectivity Question" and the American Historical Profession* ( 1988).

Thomas Haskell, "Objectivity is Not Neutrality: Rhetoric vs. Practice in Peter Novick's *That Noble Dream*", *History & Theory*, 29 ( 1990), pp 129-57.

Steve Fuller, "Being There with Thomas Kuhn: A Parable for Postmodern Times", *History & Theory*, 31/3, Oct. 1992, pp. 241-75.

Oral Report: Imre Lakatos and Alan Musgrave, *Criticism and the Growth of Knowledge* ( CUP, 1970)

### **Week Eleven. 27 November 2020. Assumptions, Logic , Causation and Counter-factuals.**

A.J.P. Taylor, "The Origins of the Second World War" ( 1961),  
[http://www.jrbooksonline.com/pdf\\_books/origins\\_second\\_world\\_war.pdf](http://www.jrbooksonline.com/pdf_books/origins_second_world_war.pdf)

William Dray, "Concepts of Causation in A.J.P. Taylor's Account of the Second World War", *History & Theory*, 17 ( 1978), pp 149-174,  
<http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=3&sid=64820423-7304-4199-afc7-2d50ce708bf0%40sdc-v-sessmgr02>

S.H. Rigby, "Historical Causation: Is One Thing More Important Than Another", *History*, 89 ( 1995), pp 227-42.

Philip Pomper, "Historians and Individual Agency", *History and Theory*, 35/3, 1996, pp. 281-308.

Fritz Ringer, "Causal Analysis in Historical Reasoning", *History and Theory*, 28 (1989), pp 154-72.

Simon. T. Kaye, "Challenging Certainty: The Utility and History of Counterfactualism", *History & Theory*, 49/1, 2010, pp 38-57.

Allan Megill, "Recounting the Past: 'Description', Explanation and Narrative in Historiography,

American Historical Review, 94 (1989), pp. 627-53.

David Lindenfeld, "Causality, Chaos Theory, and the End of the Weimar Republic", History and Theory, 38 ( 1999) pp. 281-99.

Henry Ashby Turner, Jr. "Human Agency and Impersonal Determinants in Historical Causation: A Response to David Lindenfeld", History and Theory, 38, ( 1999), pp. 300-06.

### **Week Twelve, 4 December 2020. Indigenous and European Histories, Written and Oral Histories, and Canadian Law.**

Neill Vallance, "Sharing the Land: The Formation of the Vancouver Island ( or 'Douglas') treaties of 1850-1854 in Historical, Legal and Comparative Context", ( PhD dissertation, University of Victoria, 2015), Chapter Two, 57-

139, <https://dspace.library.uvic.ca/handle/1828/7089>

Sheldon Kirk Kraskowski, "Mediating the Numbered Treaties: Eyewitness Accounts of Treaties between the Crown and Indigenous Peoples, 1871-1876", ( PhD dissertation, University of Regina) , Chapters One, Six, Seven.

[https://ourspace.uregina.ca/bitstream/handle/10294/3575/Krasowski\\_Sheldon\\_PhD\\_History\\_Fall\\_2011.pdf](https://ourspace.uregina.ca/bitstream/handle/10294/3575/Krasowski_Sheldon_PhD_History_Fall_2011.pdf)

"Delgamuukw vs. British Columbia", Supreme Court Judgements, 11.12.97. ( Read first 10 pages, and then skim, with a focus on references to written and oral history). <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/1569/index.do>

Darwin Hanna, "Oral Traditions: Practical Considerations for Communities in the Light of the Delgamuukw Decision". [http://www.fngovernance.org/ncfng\\_research/considerations.pdf](http://www.fngovernance.org/ncfng_research/considerations.pdf)

John Borrows, "Listening for Change: The Courts and Oral Tradition", [http://www.fngovernance.org/ncfng\\_research/oralhistory.pdf](http://www.fngovernance.org/ncfng_research/oralhistory.pdf)

Kent McNeill and Lori Ann Roness, "Legalising Oral History: Proving Aboriginal Claims in Canadian Courts", Journal of the West 39:3, 2000, pp. 66-74.

[https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&httpsredir=1&article=1834&context=scholarly\\_works](https://digitalcommons.osgoode.yorku.ca/cgi/viewcontent.cgi?referer=https://search.yahoo.com/&httpsredir=1&article=1834&context=scholarly_works)

Brian Gettler, "Historical Research at the Truth and Reconciliation Commission of Canada", CHR, 98/2, December 2017, pp: 641-674.

### **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

Percentage	Letter Grade	Grade Point Value	Description
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 information on how to reach the ASC team please see <https://arts.ucalgary.ca/current-students/undergraduate/academic-advising>
- For Enrolment Services advising (such as admissions, student awards, course registration support, financial aid and student fees) or registration issues, contact the Office of the Registrar. For information on how to reach their team please see <https://www.ucalgary.ca/registrar/contact-us/enrolment-services-advising>
- For information on Registration Changes and Exemption Requests please see <https://www.ucalgary.ca/registrar/registration/appeals>

*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.

D2L: Throughout the course, important material such as lecture outlines and study guides will be regularly posted on D2L. Students are advised to check this regularly.

### 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. Please see [The History Student's Handbook](#).

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

### **Academic Accommodations:**

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](https://www.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.

### **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 reading 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. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### **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 policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

### **Other Useful Information:**

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
- Campus Security and Safewalk (220-5333)

**Department Twitter @ucalgaryhist**

*Fall 2020*