



HIST*2450 The Practising Historian

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 2.00 - December 17, 2019

1 Course Details

1.1 Calendar Description

This course is designed to acquaint students with the development of historical writing, the interpretive problems surrounding the study of history, and the methods employed by historians.

Pre-Requisites: 2.00 credits, including 0.50 credits in History at the 1000 level

1.2 Course Description

The Practising Historian examines the discipline of history, with special focus on developments from the nineteenth century. Students will strengthen critical and creative thinking skills through in-class engagement, critical reading exercises, and the writing of a term paper and two exams.

1.3 Timetable

LEC Tues, Thur -- 09:30AM - 10:20AM GRHM, Room 2310

SEM Thur 03:30PM - 04:20PM CRSC, Room 101

SEM Fri 09:30AM - 10:20AM CRSC, Room 101

SEM Thur 11:30AM - 12:20PM CRSC, Room 101

1.4 Final Exam

FINAL EXAM Mon 08:30AM - 10:30AM (2020/04/13)

Room TBA

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Norman Smith
Email:	nsmith06@uoguelph.ca
Telephone:	+1-519-824-4120 x58012
Office:	MCKNEXT 2017
Office Hours:	Tuesdays 11.00 am to 12.00 pm. Students are welcome to consult with me at any time that is convenient outside the scheduled office hour.

3 Learning Resources

Students are expected to complete the readings by the assigned dates. Suggestions for additional reading will be given at each class.

3.1 Required Resources

See below (Textbook)

Jeremy Black and Donald M. MacRaid. *Studying History*. New York: Palgrave, 2017.

Additional readings will be available in Courselink.

4 Learning Outcomes

4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. Learn how to identify and evaluate primary and secondary sources, and incorporate them into their work.
2. Enhance communication skills through writing as well as through participation in seminar discussions and a presentation.
3. Become familiar with major differences in approaches to the understanding and study of

- history and will assess their own determinations of changes in the field of history.
4. Enhance global understanding through consideration of the importance of history in various societies around the world.
 5. Enhance professional and ethical behaviour through encouraging critical and respectful approaches to varied forms of historical study and through the development of research techniques.

4.2 Course Objectives

The Practicing Historian examines the discipline of history, with special focus on developments from the nineteenth century. Students will strengthen critical and creative thinking skills through in-class engagement, critical reading exercises, and the writing of a term paper and two exams.

5 Teaching and Learning Activities

Method of Presentation

There are generally two lectures and one seminar per week. Free questioning during lectures is encouraged. Regular participation in seminar discussion is expected. Attendance in the course is recommended for students to maximize their university experience.

5.1 Lecture

Topics: Does history matter? Why?
January 7: Class arrangements

January 9: Defining History & Historiography

Reading: Studying History: 3-6; 19-21; 167-93; 230-37; 241-42; 251-52.

Week 2

Topics: Excerpts from Herodotus, The Persian Wars; "Clio" (1-1.25) and the Venerable Bede's Ecclesiastical History of the English People.

Located in the Courselink "Readings" section. What types of

information are revealed in these readings? What sources do they employ? How would you characterize these writings? What priorities inform these histories?

January 14: Ancient and early Christian Historiography

January 16: Time and Sources

Reading: Studying History: 14-25; 83-88.

Week 3

Topics: Joan Kelly-Gadol. "Did Women Have a Renaissance?"

Located in the CourseLink "Readings" section. What significance does Kelly-Gadol attribute to women in history? How does she do this? What is the result?

January 21: Varied Historiographies: Islam, China, and Renaissance Europe

Reading: Studying History: 25-6; 37-8.

January 23: Women and Gender

Reading: Studying History: 141-47; 247.

Week 4

Topics: Robert Darnton, "Worker's Revolt: The Great Cat Massacre."

Located in the CourseLink "Readings" section. How do you, as a student at the University of Guelph in 2014, relate to the activities described in this reading? In what ways does this reading, and your reactions to it, reflect historical change?

January 28: Sociological and Cultural Approaches

Reading: Studying History: 47-57; 72-79; 114-19; 128-33; 244-45; 248-49.

January 30: **MID-TERM EXAM**

Week 5

Topics: "The Future Results of British Rule in India" and Alexandra Kollontai, "The Statue of Liberty."

Located in the Courselink "Readings" section. How do these authors reflect their historical period? What beliefs structure these authors' worldviews?

February 4: Economics and Marxism

Reading: Studying History: 58-66; 133-41; 245; 246-47.

February 6: Archives, Libraries, and the Internet

Reading: Studying History: 193-218.

Week 6

Topics: Conduct a search for "John A MacDonald" through the library on Primo and Trellis. Then go to the library shelves to see what titles appear near F 5081.9.M3 C7 (author: Donald Creighton).

Take note of the date and time you search in the library and on-line. What results do these searches reveal?

February 11: Research Strategies I: Approaches to Identifying Primary Sources for Your Research

Preparation: Bring a laptop (if you don't have access to one, sit next to someone who does). Come prepared to work with, and speak about, your topics.

February 13: Research Strategies II: The Paper

Three sentence description of your Primary Source Analytical Paper is due.

Week 7

Topics: February 18 and 20 = Winter Break: No classes scheduled

Week 8

Topics: Survey of Scottish Witchcraft, 1563-1736. Search the Survey Database and compare the first five entries under "Unorthodox Religious Practice" and "White Magic." What can we learn from them?

Located at:
<http://webdb.ucs.ed.ac.uk/witches/index.cfm?fuseaction=home.search>

February 25: Enlightenment, Romanticism, and Beyond

Reading: Studying History: 26-37; 38-46

February 27: The Visual

Reading: Studying History: 250-51.

Week 9

Topics: "The Degree of Civilization To-Day" (1920). Located in the CourseLink "Readings" section

and

"Immigration to Canada by Country of Last Permanent Residence, 1959/60-2009/10"

Located at: <http://www.statcan.gc.ca/pub/11-402-x/2011000/chap/imm/tbl/tbl02-eng.htm>

In what ways might historians use these sources? Identify strengths and weaknesses.

March 3: Statistics

Reading: Studying History: 119-27; 247.

March 5: Reading Maps and Imagery

TERM PAPER DUE

Week 10

Topics: What are the strengths and weaknesses of oral history?
Discuss the film *Inuit Cree Reconciliation*.

March 10: Film: Inuit Cree Reconciliation

March 12: Oral History

Week 11

Topics: Pauline Johnson, "A Cry from an Indian Wife" and Lu Xun, "A Madman's Diary."

Located in the Courselink "Readings" section. How might historians use poetry or fiction to learn about a particular historical era?

March 17: Careers for Historians

March 19: Literature

Week 12

Topics: W. E. Burghardt Du Bois, "Strivings of the Negro People."

Located in the Courselink "Readings" section. In what ways does Du Bois reflect shifting understandings of colonialism and its institutions?

March 24: Post-colonialism

Reading: Studying History: 148-55.

March 26: Postmodernism

Reading: Studying History: 155-64; 242-44.

Week 13

Topics: Jane Scudeler, "'The Song I am Singing': Gregory Scofield's Interweavings of Métis, Gay and Jewish Selfhoods," *Studies in Canadian Literature* 31.1 (2006).

Located in the CourseLink "Readings" section.

March 31: Popular and Public History

Reading: Studying History: 6-14; 17-18; 88-99; 105-09; 248.

April 2: World Histories and Summing Up

Reading: Studying History: 16-17; 66-72; 99-105; 109-114; 249-50.

5.2 Careers for History Students

Tuesday March 17

University of Guelph History Alumni will talk about their career paths and the value of their history degrees.

All History students welcome!

6 Assessments

There are 5 grade components:

6.1 Marking Schemes & Distributions

CRITICAL EVALUATION / PRESENTATION ASSIGNMENT

Student presentations (5 minutes) will be prepared in consultation with the seminar leader,

and will consist of a critical evaluation of the session's required reading, to be followed by a student-led discussion. Presenters will prepare at least three questions to enhance class debate of the arguments and issues most relevant to the reading. A one-page critique of the required reading must be distributed to the entire class to supplement the presentation. Students will be graded on the quality of the presentation, the one-page written critique, and the discussion questions. A sign-up sheet will be distributed during the first week of classes.

TERM PAPER (Primary Source Analytical Paper)

This assignment provides you with an opportunity for in-depth engagement with, and analysis of, a particular historical subject. The assignment consists of describing, analysing, and contextualising two sources attributed to it.

The subjects and sources will be discussed **in the first class**. They are available on Courselink. The list of subjects and sources can be found below.

One lecture is devoted to term paper strategies., February 13.

For this assignment, you will choose a subject from the suggested ones below. Each subject has three sources attributed to it. You will choose **two** of the three sources as the foundations for your term paper.

When researching and writing the paper, you are advised to consult the "Essay Grading Rubric" on Courselink that, upon submission, will be stapled to the front of the essay and will be used for grading the paper.

A strong paper should include, at minimum, the following relevant information, in no particular order:

- 1) Date the two sources you have chosen and describe them (The five Ws – who, what, when, where, why...). This part of the assignment should be approximately two pages in length.
- 2) How do your two sources reflect the history of the time in which it was created?

A *three sentence* description of what you intend to use the sources for is due in class on February 13. This should include a preliminary thesis statement and a suggestion of the sources that may be used.

The paper must include use of at least FIVE additional (primary and/or secondary) sources, in addition to the two selected sources. One of those sources may be a non-academic web source, if relevant; if you would like to use additional non-academic sources, you must secure permission from the instructor or seminar leader in advance. Sources located from the university's library can be considered academic. Additional pictures, charts, graphs or other materials may be included – in addition to the required eight pages – in an appendix at the end of the paper.

The paper will be **eight** pages in length, **excluding** TITLE PAGE, ENDNOTES, BIBLIOGRAPHY.

Due Date: March 5, in lecture.

Subjects ~ and sources ~ for papers

Choose one subject and two of the relevant sources

I. British Empire and Queen Victoria:

Excerpt from Queen Victoria's Diary: "Great Exhibition: 1 May 1851."

Photo of Queen Victoria's dog, Looty.

Map: "The Queen's Domains."

II. Chinese-Canadians

Pamphlet: *They Came Through*.

Chart: "Chinese Immigrants to Canada."

Head tax certificate.

III. Civil Rights

Maya Angelou poem, "Still I Rise."

Idle No More image.

Video: "W.E.B. Du Bois - The Niagara Movement."

IV. Emily Carr

Photograph of Emily Carr.

Painting by Emily Carr, "Totem Walk at Sitka – 1917."

Coin tribute to Emily Carr.

V. Hudson's Bay

Hudson's Bay logo.

Excerpt from George Bryce, *The Remarkable History of the Hudson's Bay Company*.

Illustration: "Fur traders in Canada, 1777."

VI. India's Partition

India Partition map.

"Voices of India's Partition, Part 1: Mrs Zahra Haider."

Interview excerpts from "When Freedom Came."

VII. Lester B. Pearson

Photograph of Pearson's gravesite."

Essay and photo, "Pearson wins the Nobel Peace Prize."

Photograph of Lester B. Pearson airport.

VIII. Mae West

Trailer and two quotes from *I'm No Angel*.

Edited interview with Mae West.

"The Motion Picture Production Code (as Published 31 March, 1930."

IX. Residential Schools

Photograph of "Indian children..."

Interview with Carol Dawson.

"Timeline of residential schools and the Truth and Reconciliation Commission."

X. WWI and John McCrae

John McCrae's poem, "In Flanders Field."

Photograph of John McCrae.

Photograph of John McCrae's home.

6.2 Assessment Details

Critical Evaluation/Presentation Assignment (10%)

Due: On Date Presented to Class

Midterm Exam (25%)

Date: Thu, Jan 30

Term Paper (Primary Source Analytical Paper) (25%)**Due:** Thu, Mar 5Note that a **3** sentence description of your paper is due **February 13.****Final Exam (30%)**

TBA

Participation (10%)**6.3 Submission of Papers**

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

ASSIGNMENTS are to be submitted on white paper; typed or computer printed; 1-inch margins of document on all sides; double spaced lines including between paragraphs; 12pt, regular font (Times New Roman); pages are to be consecutively numbered. The paper should be stapled once in the left-hand top corner. The paper should have a separate title page, which includes an original title, the student's name and student number, instructor's name, the course number, and date. Do not submit booklets. Students must follow the proper rules for end-noting and bibliographical research, according to the Chicago Manual of Style. Plagiarism means to take the ideas, writing, or arguments of others and pass them off as your own. If quoting directly from a source, enclose that material in double quotation marks and indicate the source with a citation. When citing that you are borrowing from a source, though not directly lifting the words, place a reference at the end of the borrowed material, though without quotation marks. Proper referencing and bibliographical style composes part of the learning process students will be evaluated on.

7 Course Statements**7.1 Classroom Etiquette and Useful Tools**

To avoid distraction, the History Department requests that you turn off wireless connections during class unless requested by the instructor to do otherwise. The Department maintains a web site (<http://www.uoguelph.ca/history>) that will be helpful in various ways to students in History courses - such as conveying names of student award winners, information on undergraduate and graduate programs at Guelph, and the famous History Department Newsletter. There are useful links to on-line resources that include A Guide to Writing History Research Essays, which will be valuable to students in all History courses. The University of Guelph History Society operates a number of programs to assist History undergraduates, and information about these programs is accessible through the [Department website](#) or the [History Society's website](#).

7.2 Handing in and Getting Back Assignments

Unless the course instructor says so, all History papers and assignments are to be handed in at class and returned at class. LATE PAPERS may ONLY be placed through the open slots in the mailboxes of faculty members at the student's own risk. Mailboxes for regular faculty members are located in Room 2009 Mackinnon Extension and are accessible 8.30 a.m. – 4.30 p.m. Mon.-Fri. Mailboxes for graduate students and other instructors are located in the hallway at the 2nd floor entrance to the MacKinnon Extension building from the old MacKinnon building office tower (second floor). Late papers will not be date stamped. The History department and its instructors bear no responsibility whatsoever for late papers. Under no circumstances should the wire baskets outside professors' offices be used to deposit student papers.

A penalty of 2% per calendar day from the due date for assignments will be imposed on late papers, up till the last day of classes in the term. Course work cannot be accepted after the last day of scheduled class. The onus of responsibility is on the student to provide a legitimate and verifiable reason (doctor's certificate or BA counsellor's certificate) why course work is late or incomplete, and should be accepted after stated deadlines. It is the student's responsibility to ensure that her/his work is submitted on time, and attendance at examinations met.

8 University Statements

8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly: e-mail is the official route of communication between the University and its students.

8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website

<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community-faculty, staff, and students-to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>