

HIST*2450
THE PRACTISING HISTORIAN
Winter 2016

Instructor: Kevin James

Course Meetings: Lecture: Monday and Wednesday, 11:30-12:20
Seminars: As assigned by WebAdvisor

Office Hours: I am available for consultation on Monday and Wednesday, 10:00-11:00 in my office in the Department of History (Room 1011 in the MacKinnon Extension). My phone number is 519.824.4120 ext. 53226.

I can also be contacted at kjames@uoguelph.ca to schedule an appointment.

Seminar Leaders: Nick Bridges nbridges@uoguelph.ca

Learning Outcomes:

By the end of this course, you will:

1. appreciate the origins and evolution of the historical discipline from the ancient period, with particular reference to developments in historiography from 1800;
2. understand advanced principles, and engage in thoughtful practices of historical research and writing;
3. understand the ethical and professional behaviour practised by scholars in the field, and the ways in which various disciplinary apparatus demonstrate scholarly transparency, reflect sound critical judgement, and promote scholarly exchange;
4. think critically and creatively about both primary and secondary historical sources, and incorporate them effectively in historical research and writing; and
5. undertake, with confidence and skill, hands-on activities related to historical research and writing, involving a broad range of media including visual, manuscript, printed and numerical data.

Required Course Materials:

Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice*. London: Pearson, 2012.

Seminars are based on the Canadian Mysteries website, and you can access them through the *courselink* site, where a seminar guide is posted.

D2L:

Access *courselink.uoguelph.ca* to see details of course lectures and assignments.

COURSE ASSESSMENT:

There are four components to the course assessment:

1. Test on Wednesday 3 February in class
(20%)

This test comprises multiple-choice and short-answer questions.

2. Data Research Assignment due Sunday March 13th by 11:59 pm.
(35%)

For this assignment, you are required to access the selection of datasets available on the courselink site, to choose one, or part of one, and use the data to generate the most appropriate visual representation of the source material (a pie graph or a cartogram, for instance). For this component, the week in which we explore numerical evidence is critical. The visual representation may be hand-drawn or computer-generated. This will be accompanied by a 1,800-word analysis, which you can divide into sections with separate headings, in which you:

- (A) Justify your choice of visual representation and evaluate other options, explaining why yours is better than the others (300 words). Here you may wish to generate an alternative chart as well, to illustrate why it is less appropriate than your choice. For this task, the week in which we explore numerical data offers a critical background.
- (B) In the next section, by reading relevant secondary literature, you will devise a very specific research question which the data and the secondary material will help you to answer.

Begin with a general theme which the data suggest to you, and then find sources which address that theme. This requires you to amass a strong collection of sources, both primary and secondary. You must *identify* at least eight scholarly secondary sources and four primary sources *in addition to the dataset*. You must include recent (published in the past twenty years), high-quality scholarly articles *and* books amongst your secondary sources. For these tasks, the weeks in which we discuss research plans and sources offer you a critical background.

After you have collected this material, your task will be to read it, and move from a *theme* to develop a *specific research question*. For instance, modern Dutch population data may lead to you collect material which looks at the theme of ‘Dutch demography and urbanisation’. Upon reading the material, you can develop a specific question: “What factors

contributed to different population densities in specific Dutch cities between 1800 and 1900, and how do they reflect wider patterns of urban growth in that era?" For this task, the week in which we discuss research plans offers you a critical background.

In this section, identify the theme first, then list your sources (closely following the bibliographic practices outlined in the *Chicago Manual of Style*), and then identify the specific research question you have formulated. Because bibliographic citations vary in length, this section is not included in the assignment word limit.

- (C) In this section, choose one of the primary sources that you have selected. Explain in very specific terms how it would help you, as a piece of evidence, in answering your research question. (500 words total)
- What questions must you ask of that source?
 - What do you know and not know about the source?
 - What additional information do you need to know to use it well?
- (D) Now choose two secondary sources from section (B). Read them carefully and identify similarities and differences in each author's engagement with your research question. In a short essay (1000 words), compare and contrast the methods and the evidence that the scholars employ, relating each to the central research question that they both address. Consider the following when exploring how arguments are constructed in each case:
- What are the authors' theses and how do they compare?
 - What are their evidentiary bases?
 - How do their conclusions compare?
 - Though both secondary sources must be published within the last twenty years, consider if the contexts in which the research was produced (time, place) may have impacted on the results
 - Do the authors privilege any particular approach(es) in developing their interpretation(s) (for instance, legal history, social history, religious history, or others)?
 - How do the authors position their scholarship in relation to other works in the field? Each interpretation's historiographical significance and originality should be clear.
 - Do the authors argue convincingly that they are making a novel contribution to knowledge in their field? How? Remember that reputable scholarly sources always advance knowledge in some way, rather than merely replicating the approaches and findings of other scholarship; the advances are not always equal in scope or effectiveness.
 - Be sure to cite material in this section, following the conventions of footnoting laid out in the *Chicago Manual of Style*.

Avoid speaking merely of “bias” here, and instead meticulously deconstruct and compare the interpretations. Do not just describe their arguments: be analytical and comparative. Do not search for a “label” for the author (“Marxist”, etc.), unless you have strong evidence to support that claim. Organise your essay in a way that allows you to continuously and systematically compare the works. For these tasks, the weeks in which we discuss historiography offer you a critical background.

In avoiding the use of the word “bias”, think instead of how the subject is explored through several lenses, reflecting different orientations or analytic frameworks.

A goal of this exercise is to stay clearly within the word limit (remember that section [B] does not count in this limit).

You must use the footnoting citation conventions outlined in the *Chicago Manual of Style* for this assignment. The manual can be found in the Reference Section of the Library, and also online through the library catalogue.

The due date is firm; late penalties accrue at 2 per cent per calendar day, and extensions, requested by e-mail sent to the instructor, are only granted in exceptional circumstances.

Specific evaluation criteria and grading rubrics for the assignment are posted online.

Please submit the assignment via dropbox in MS Word doc. format. If the map has been drawn by hand, please scan it and also submit it by dropbox.

3. Final Examination (30%)

The final examination comprises questions based on a primary source. You will receive many details of the examination in advance of writing it.

4. Seminar Participation (15%)

Come to seminars prepared to discuss the assigned readings and the issues which they raise. The seminars are based on on-line mysteries which require a high level of preparation, in the form of both reading extensive primary and secondary material, and also careful consideration of the sources and scenarios.

For each mystery, you, in the manner of a CSI team, will comb through evidence and attempt to interpret ‘what happened’ and ‘why’. There may be multiple, conflicting views expressed in seminars – and this is why ensuring that you have a plausible argument supported by evidence is especially important.

COURSE STRUCTURE

1. WHAT ARE THE PRIMARY METHODS AND MATERIALS OF HISTORY? (11 & 13 January)

GOAL:

This week we explore the parameters of the course, discuss the structure of assessment, and introduce key concepts which relate to the methods and materials of the discipline.

Reading: Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), 'Sources', chapter 18, pp. 365-85.

Seminar: Introductions

2. HOW ARE PRIMARY AND SECONDARY SOURCES DISTINGUISHED? (18 & 20 January)

GOAL:

This week we delve into the details of how primary and secondary sources are distinguished, including scenarios in which the separation of these two categories is not clear-cut. We also discuss the critical apparatus which we bring to the analysis of secondary material.

Task:

Please bring a primary source to class and to seminar.

Reading: Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chapter 19, "Archives," pp. 386-404.

Seminar: Aurore! The Mystery of the Martyred Child

3. HOW DO HISTORIANS APPROACH PRIMARY SOURCES? (I) (25 and 27 January)

GOAL:

This week we critically examine the range of primary sources which historians use in research, looking at manuscript and printed sources and numeric sources and strategies for displaying data.

Reading: Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chapter 17, 'Economics', pp. 343-62.

Seminar: Where is Vinland?

4. HOW DO HISTORIANS APPROACH PRIMARY SOURCES? (II)
(1 February)

*****Test is on Wednesday 3 February*****

GOAL:

This week we continue to critically examine the range of primary sources which historians use as evidence in research, including literature, art and material culture and oral history.

Reading: Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chap 20, 'Oral history', pp. 405-26; 'Visual and literary cultures', pp. 257-79.

Seminar: Jerome: The Mystery Man of Baie Sainte-Marie

5. HOW DO HISTORIANS PLAN RESEARCH?
(8 & 10 February)

GOAL:

This week we consider effective research strategies, and how to develop detailed research plans.

Seminar: Preparing for the Research Assignment

6. WHAT IS HISTORIOGRAPHY?
(22 & 24 February)

GOAL:

This week we explore the development of the historical discipline from the Ancient Era.

Reading: Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chapter 6, 'Ideas of history: from the ancients to the Christians', pp. 113-33; chapter 7, 'From the Middle Ages to the Renaissance', pp. 134-53.

Seminar: Who Killed William Robinson? Race, Justice and Settling the Land

7. WHY DO HISTORIANS DISAGREE?

(29 February & 2 March)

Dave Hudson from the Library will be visiting on Monday 29 February to offer assignment research tips, so please come prepared

GOAL:

This week we explore the evolution of the historical discipline from the nineteenth century, including developments in higher education, the rise of the professional historian, and the proliferation of sub-fields. It forms a background for a wider discussion of the “Whig” tradition and its critics.

Reading: Peter Claus and John Marriott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chap 3, ‘Enlightenment and romanticism’, pp. 49-68; chapter 4, ‘Hegel to von Ranke’, pp. 69-88.

Seminar: The Redpath Mansion Mystery

8. WHAT ARE SCHOOLS OF HISTORY? (I)

(7 & 9 March)

GOAL:

This week we explore some of the approaches to historical research which constitute, in methods and perspectives, distinctive “schools” within the discipline. We will focus this week on schools which have developed in the empirical tradition.

Reading: Peter Claus and John Marriott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chapter 9, ‘Political, social and cultural history’, pp.177-95; chapter 16, ‘Sociology’, pp. 323-342.

Seminar: Death on a Painted Lake: The Tom Thomson Tragedy

9. WHAT ARE SCHOOLS OF HISTORY? (II)

(14 & 16 March)

Assignment due on Sunday March 13th by 11:59 pm

GOAL:

This week we will continue to explore some of the approaches to historical research which constitute “schools” within the discipline, focussing on the impact of the “linguistic turn” and the influence of critical theory, cultural studies and other approaches.

Reading: Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chapter 5, ‘Postmodernism and postcolonialism’, pp. 89-109; chapter ten, ‘Feminism, gender women’s history’, p. 196-214.

Seminar: Heaven and Hell on Earth: The Massacre of the “Black” Donnelly’s

10. HOW DO HISTORIANS DIVIDE TIME AND SPACE?

(21 & 23 March)

GOAL:

This week we examine diverse ways historical narratives are structured, chronologically and spatially.

Reading: Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chapter 2, ‘The ordering of time’, pp.24-43; chapter 12, ‘Global histories’, pp. 233-53.

Seminar: Explosion on the Kettle Valley Line: The Death of Peter Verigin

**11. WHAT DO HISTORIANS DO WITH THEIR SKILLS?
(28 & 30 March)**

GOAL:

This week we critically examine the utility and limitations of “public history”, and examine relationships between it and contemporary scholarship. We also spend time class discussing professional/occupational avenues for History graduates.

Reading: Peter Claus and John Mariott, *History: An Introduction to Theory, Methods and Practice* (London: Pearson, 2012), chapter 11, ‘Public history’, pp. 215-232.

Seminar: Death of a Diplomat: Herbert Norman and the Cold War

**12. HOW DO WESTERN HISTORIANS APPROACH NON-WESTERN TOPICS?
(4 & 6 April)**

GOAL:

This week we will examine how Western historians examine the histories of non-Western places. We will also review the key elements of the course.

Seminar: Exam Review

REQUIRED STATEMENTS

DEPARTMENT AND COLLEGE POLICIES

1. When you cannot meet a course requirement

When you find yourself unable to meet an in-course requirement due to illness or compassionate reasons, please advise the course instructor (or other designated person) in writing, with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade. Such documentation will be required, however, for Academic Consideration for missed end-of-term work and/or missed final examinations. See the Undergraduate Calendar for information on regulations and procedures for Academic Consideration.

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

2. Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and enjoins 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. Included in this category are such activities as cheating on examinations, plagiarism, misrepresentation, and submitting the same material in two different courses without written permission. Students are expected to be familiar with the section on Academic Misconduct in the Undergraduate Calendar, and should be aware that expulsion from the University is a possible penalty. Students should also familiarize themselves with the concept of plagiarism and take the tutorials to learn what plagiarism means, and how to avoid it, at: <http://www.academicintegrity.uoguelph.ca/>. If an instructor suspects that academic misconduct has occurred, that instructor has the right to examine the student orally on the content or any other facet of submitted work. Moreover, in the College of Arts it is expected that unless a student is explicitly given a collaborative project, all submitted work will have been done independently. Students have the responsibility to familiarize themselves with the Undergraduate Calendar, including Section VIII “Undergraduate Degree Regulations and Procedures” which includes a sub-section addressing academic misconduct. The URL for the Undergraduate Calendar is:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/>

Please read

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c01/index.shtml>

for a statement of Students’ Academic Responsibilities; also read the full Academic Misconduct Policy

(<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>). You are also advised to make use of the resources available through the Learning Commons (<http://www.learningcommons.uoguelph.ca/>) and to discuss any questions you may have with your course instructor or teaching assistant.

Instructors have the right to use software to aid in the detection of plagiarism or copying and to examine students orally on submitted work. For students found guilty of academic misconduct, serious penalties, up to and including suspension or expulsion, can be imposed. Hurried or careless submission of work does not exonerate students of responsibility for ensuring the academic integrity of their work. Similarly, students who find themselves unable to meet course requirements by the deadlines or criteria expected because of medical, psychological or compassionate circumstances should review the university’s regulations and procedures for Academic Consideration in the calendar and discuss their situation with the instructor and/or the program counsellor or other academic counsellor as appropriate.

3. 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 can be accessed through the Department website or <http://www.uoguelph.ca/~histsoc>.

4. E-mail Communication

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

5. 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 and Graduate Teaching assistants 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. – 4.00 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.

6. Recording of Materials

Presentations in relation to course work – including lectures – cannot be recorded in any electronic media without the permission of the presenter.

7. Drop Date

The last date to drop a one-semester course, without penalty, is the 40th class day of the semester which is Friday 11 March 2016.

For regulations and procedures for Dropping Courses, see the Undergraduate Calendar. <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

8. 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.