

**UNIVERSITY OF GUELPH
HISTORY DEPARTMENT
SUMMER 2018**

HIST*3480, WORKPLACE LEARNING: RURAL DIARY ARCHIVE

(0.5cr)

Instructor: Catharine A. Wilson

Extension: 53204

Email: cawilson@uoguelph.ca

Office: MacKinnon 2015

Office hours: by appointment

Lectures: There are no regular lectures or seminars as this is an independent study course. You will meet with the instructor the first week and subsequent meetings will be arranged as the semester progresses.

COURSE OUTLINE

Course Objectives:

This is an independent study course based on either History related voluntary or paid workplace experience. In general, projects for this course are designed so that students may combine scholarly research with applied, on-the-job experience. It requires that they reflect upon their work experience and consider 1) what it has taught them about public history, 2) what they have learned about a particular historical topic and history as a discipline and 3) the relevance of their work experience to academic studies.

Your Particular Project is volunteer work with the Rural Diary Archive

The [Rural Diary Archive website](#) showcases over 150 diarists and is a crowdsourcing site. Your volunteer work experience will involve transcribing diaries online. You will also help develop content for the website by selecting tweets for posting and contributing to a glossary of 19th terms. Your volunteer work will make these hard-to-use but highly useful documents more accessible for researchers now and in the future. In connecting this work experience to your academic discipline you will write a series of short critical reflections and a research paper analyzing the strengths and weaknesses of diaries as primary sources. You will also participate in the Ontario Genealogical Society's Marketplace Heritage table showcasing the Rural Diary Archive. The skills you learn in transcribing, reading and analyzing 19th century documents will be valuable ones should you wish to do archival, museum, or research work in the future.

Learning Outcomes:

1. Critical Understanding of 19th-century diary writing and keeping practices.
2. Ability to understand 19th-century handwriting & vocabulary.
3. Knowledge of transcription practices.

4. Knowledge of research practices.
5. Ability to communicate compelling history for use in a social media platform.
6. Knowledge of daily life in 19th-century rural Ontario
7. Appreciation for public engagement
8. Ability to critically reflect upon your own work.
9. Ability to critically assess the strengths and weaknesses of diaries as sources
10. Knowledge and application of self-direction and time management

Prerequisites: 7.50 credits including 1.5 credits in History

Restrictions: Instructor consent required.

Text: There is no text for the course

Method of Presentation:

There are no regular lectures or seminars as this is an independent study course. It is expected that students will spend approximately 10 hours per week in fulfilling course requirements and that they will be in regular contact with the instructor, meeting at least three times over the semester. The first meeting will be a pre-arranged group meeting. The others will be arranged as the work unfolds.

Method of Evaluation:

<u>Evaluation</u>	<u>Weight</u>
Transcriptions (& OGS Heritage Table)	30%
Weekly Critical Reflections	15%
Contributions to the glossary & Tweets	20%
Final Essay	35%

Late Penalties = 2% per day including weekends.

Final Exam: There is no final exam.

There is no courselink for HIST3480 courses. We will use a shared google doc.

SYLLABUS

Project Timeline:

Week 1: **Meeting TBA.** Pre-arranged group meeting with Professor Wilson to view the diaries. Instructions will be established and training started for reading cursive, transcribing, researching the diarist, and selecting tweets and glossary items. You will also learn about the questions/tools with which to mine diaries for meaning. You will start with a moderately easy diary for the first five weeks.

Week 3: **Meeting TBA.** Your first set of transcriptions is due. No grade will be assigned to your work at this point. This is an opportunity for Dr. Wilson to see how you are doing and address any issues early in the semester.

Week 4: Instead of 5 hours transcribing this week, you are to attend the **Ontario Genealogical Society's Annual Conference to be held in Guelph June, Friday 1 – Sunday 3**, and operate the Rural Diary Archive heritage table. You will be asked to sign up for a 5 hour slot. This will involve manning the exhibit and answering the public's questions about the website and transcribing.

Week 5: **Meeting TBA.** Your first collection of weekly Reflections is due covering weeks 1-5 and you will raise your transcribing skills by advancing to a more difficult diary. Please come to verbally report on the topic you will do for your essay.

Week 10: **Meeting TBA.** Your second collection of weekly Reflections covering weeks 6-10 and we will discuss the final essay/document analysis.

Week 12: Your set of tweets and set of glossary items are due.

Week 13: Your complete and final set of transcriptions and your essay are due.

Transcriptions:

You will receive training in how to read and transcribe in week one. You will be evaluated on the accuracy & thoroughness of your transcriptions. It is expected that you will spend 5 hours per week transcribing. Transcripts are primarily graded on accuracy but word count figures in too. By week 3, I would expect that you would be able to transcribe about 300 words per hour. To attain a passing grade in transcribing, you need to have accurately completed a minimum of 15,000 words by the end of the semester.

Submission of Transcriptions:

When submitting your transcriptions in week 3 and 13, create a separate word document for each diarist with their transcribed diary pages arranged by day. Clearly indicate the diarist's name, year of diary and pdf numbers for each page transcribed. This is so I can match your transcriptions with the website files. Also submit your total word count for each diarist. These word documents should be emailed to me.

Your submission of transcriptions in week 3 will be corrected but no grade will be assigned. The final and full set of transcriptions (weeks 1-13) is **due at noon, Friday 3 August.**

The rest of your weekly course hours will be spent on the other components of the course.

Critical Reflections:

You are to critically reflect on each week's work experience especially the transcribing. It is expected that you will provide a minimum of 100 words per week that demonstrate your thoughtful analysis and observations. Each week you are to briefly record, the diary, year, and pdfs that you transcribed along with a more extended analysis of your work which may include some of the following reflections. Please consult the "Questions to Ask your Diary" section on the website as answering these questions will help you apply your academic training to reach a deeper understanding of the diary and a critical analysis of the source. This is a critical component of your reflections.

Also please reflect on what have you learned about transcribing and about the genre of diary writing? How has your knowledge deepened regarding the diarist or the larger context of his/her life and society in the era? What surprised you or was new to you? What were the challenges and how did you try to overcome them? What advice would you give to others? How has your transcribing been relevant to your academic studies? These are just some questions to ask yourself throughout the course of your work. You are most welcome to add other reflections. You will be evaluated on the critical analysis and deep reflection that you bring to these questions and the quality of your writing.

A sample of a critical reflection is on [Google Doc](#).

The 1st set of weekly reflections is due: by noon, Friday 8 June

The 2nd set of weekly reflections is due: by noon, Friday, 13 July

Glossary:

You are required to contribute at least 10 entries to an ongoing glossary on 19th century vocabulary. We will have a communal google doc for this purpose so that you can see what others have already contributed. Creating glossary entries increases your knowledge of historical activities and artifacts. Please provide a definition for each of your terms of approximately 25 words or less and add it along with your name to the alphabetically ordered glossary on dropbox. You will be evaluated on your choice of terms, and the accuracy, clarity and thoroughness of your definition. If you can provide an appropriate illustration, complete with its url, all the better.

Due: noon Friday 27 July.

Tweets:

You are required to select at least 10 Tweets from the diaries each of which cannot exceed a 280 letter/character limit which includes spaces. You will learn how to select content that is compelling either for its humour, tragedy, interesting detail, or relevance today. You will be evaluated on the variety, interest-level, and composition of your tweets. We will have a communal google doc for this purpose

Due: noon Friday 27 July.

Document Analysis:

This is a 2,400 word essay (c. 8 pages of text and footnotes) on a topic of your choice that springs from the diaries you have been transcribing. It must be approved in advance by Dr. Wilson. You must demonstrate a thesis statement and use the diaries to support the arguments you make. You are to critically evaluate the diaries that you have transcribed concerning the strengths and weakness of these primary sources for your historical topic. This can be done in one paragraph as part of your introductory material and should be based on the critical reflections you have made throughout the semester. You are to employ at least 15 secondary sources. Suggested Readings and Links can be found on the Rural Diary Archive website and on our shared google doc.

Due: by noon, Friday 3 August

College of Arts Standard Statement of Expectations

E-mail Communication

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

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. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

Courses that are one semester long must be dropped by the end of the fortieth class day (**Friday, 6 July 2018**); two-semester courses must be dropped by the last day of the add period in the second semester. [The regulations and procedures for dropping courses are available in the Undergraduate Calendar.](#)

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.

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 more information see the SAS web site.](#)

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar.](#)

Academic Misconduct

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 discourages misconduct. 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. [The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

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

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.