



HIST*1050 Invitation to History

Digging Up the Past

Winter 2020

Section(s): C01

Department of History

Credit Weight: 0.50

Version 1.00 - December 12, 2019

1 Course Details

1.1 Calendar Description

This course introduces students to the basics of the historian's craft, including interpreting primary sources, locating and critically analyzing secondary sources, and writing for history. For more detail on the content of sections consult the History department website.

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

Restrictions:

This is a Priority Access Course. Enrolment may be restricted to particular programs and specializations during certain periods. Please see the departmental website for more information.

1.2 Course Description

Digging Up the Past focuses on the intersection of history and archaeology. Conventionally, we think of archaeologists in the field excavating artefacts, buildings, and bones whereas we think of historians sitting in libraries and archives reading documents. Rarely do we think about how these two approaches to the past influence, correct, and contradict each other. This course will use an enquiry-based learning pedagogy to focus on a number of case studies, some famous, some more obscure, but all demonstrating how archaeology and history work together to bring us closer to the past.

1.3 Timetable

This course will meet on Tuesdays and Thursdays 11:30-12:50 in MacKinnon 312

1.4 Final Exam

This course will not have a final exam. Instead, students will have the opportunity to apply their learning from the whole semester to analysis and research of a final case study.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Professor J. Murray
Email:	jacqueline.murray@uoguelph.ca
Office:	MCKNEXT 1005
Office Hours:	Office hours are currently TBA. Hours will be clarified once the semester is underway.

3 Learning Resources

There are no textbooks for this course. Case materials will be distributed as necessary.

4 Learning Outcomes

4.1 Course Learning Outcomes

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

1. manage your time in university for success
2. distinguish between important information and unnecessary details
3. distinguish between a scholarly and a non-scholarly source
4. develop effective written and oral communications skills and enhance listening comprehension
5. analyse and interpret a variety of primary and secondary sources and construct a historical argument
6. act with academic integrity
7. cite sources appropriately in history classes
8. learn that historical interpretations change over time and in response to evidence
9. learn that history is a diverse enterprise which helps us to understand different cultures, regions and states
10. appreciate the complementary contributions historical and archaeological approaches to the past
11. recognize the ways in which knowledge and skills have travelled and been constructed across cultures
12. develop skills in research in the library and online, using databases and the websites of museums, universities and professional organizations
13. develop experience in the critical evaluation of information

14. develop the ability to assess their own academic performance and that of others
 15. gain experience with teamwork while appreciating how every individual contributes to collaborative learning
 16. develop skills in critical reading, writing, and thinking;
 17. develop skills in research in the library and online;
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5 Teaching and Learning Activities

The course will involve the study of a series of cases which will be made available each week. There will be five to seven cases researched and discussed during the semester. In addition, students will write a reflection and case essays over the course of the term.

5.1 Lecture

Week 1

Topics: Introduction
Heinrich and Me (lecture by J. Murray)

Week 2

Topics: **CASE:** Triquet Island: Reading the case
Triquet Island: Learning issues

Week 3

Topics: Triquet Island Case: Research
Triquet Island Case: Integration

Week 4

Topics: The Birka Warrior: Analyzing case, identifying and distributing learning issues, presenting research

Week 5

Topics: **Reflection on Triquet Island: due in class Feb 5**

The Birka Warrior: Research integration

Skullduggery and the Bonesmen, analysis and learning issues

Week 6

Topics: Skullduggery research and integration

Research and writing workshop for Hot Topics

Week 7

Topics: **Hot Topics Presentations** (Exact dates on which students present will be decided by drawing lots)

Week 8

Topics: Hot Topics

The Wizard and his Dawn Man: Analysis and Learning Issues

Week 9

Topics: The Wizard and his Dawn Man: Research and Integration
The Wizard and his Dawn Man: Discussion and debrief

Final Case distributed March 12: "So wise so young, they say, do never live long."

Week 10

Topics: Risky Business

Week 11

Topics: Risky Business integrations

Writing workshops for final case

Week 12

Topics: Writing Workshops for final case

April 2, Course debrief; **Final Case Study due before 4:00 pm**

5.2 Timetable

The course will be held on Tuesdays and Thursdays 11:30-12:50 in Mackinnon 312. Additionally, there will be extensive library research required every week. Students will be expected to work outside class time regularly throughout the semester.

6 Assessments

6.1 Marking Schemes & Distributions

6.2 Assessment Details

Triquet Island Reflection (15%)
In class Tuesday, February 4th

Hot Topics Essay (20%)
In class February 25

Hot Topics Presentation (20%)
February 25, 27, and March 3. Exact dates to be determined by drawing lots.

Hot Topics Assessments (10%)
Assessments must be handed in at the end of the class in which they were written. Each student will write an assessment on each of the three presentation days

Participation (5%)
Assessed by instructor, self, and peers

Final Take-Home Case Analysis (30%)
Final Case distributed March 12: "So wise so young, they say, do never live long."

Final case is due by Thursday, April 2nd

6.3 MOST EFFECTIVE STUDY HABITS FOR THE COURSE:

1. ATTEND CLASSES - there are no means to makeup for missed discussions, research material and class presentations.
2. TALK IN CLASS DISCUSSIONS having done the reading in advance.

3. KEEP UP TO DATE - each class requires preparation in advance. This may include library research or team meetings outside of class

4. TAKE YOUR RESEARCH TOPICS SERIOUSLY. They require multiple levels of research and evidence. It is highly doubtful the necessary information will present itself on your first try, especially in two different disciplines.

5. Start your assignments EARLY. They cannot be completed they cannot be completed the night before.

6.4 Notes:

There will be no mid-term and no final examination in this course. Instead there will be regular research discussions and presentations and significant written case analyses during the semester and a final case.

7 Course Statements

7.1 Course Policies

You must retain all notes and drafts made before your final submission until your assignment is returned.

LATE POLICY:

Late assignments will receive a penalty of 3% per day, 7 days a week.

PARTICIPATION:

You will be encouraged to ask questions and interpret information in class. You should come fully prepared to each class, ready to discuss the readings assigned for the day. Before attending class, it is a good practice to identify questions you had about the material, and to have two or three things you want to say about it. Are there places where you disagree with the author's interpretation? Places where you needed more evidence to be persuaded of the argument? Are there instances where you think the author misused the evidence? What conclusions can you draw from the primary sources?

Participation will be evaluated partly through self-evaluation. You will fill out a participation log each week. The instructor will use the participation log in addition to

exercising judgement about the quality of the participation. You should be prepared to hand in your participation log at any time.

WRITTEN ASSIGNMENTS

There are three written assignments for this course. These will be discussed in detail in class and further instructions provided.

Assignment 1 will help you distinguish between scholarly and non-scholarly sources.

Assignment 2 will help you learn how to carry out research and to develop an essay proposal for your research essay.

The third assignment is a research essay of 2000 words (about 7-8 pages). A choice of topics will be provided in class.

EXAMS

The midterm exam will cover the first five weeks of the course.

The final exam will focus mainly on the second half of the course, although insights from the first half of the course should inform your answers where appropriate.

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>
