



HIST*4620 Seminar in Canadian Rural History

Winter 2020

Section(s): C01

Department of History

Credit Weight: 1.00

Version 1.00 - December 03, 2019

1 Course Details

1.1 Calendar Description

This course will examine selected topics in the social and economic transformation of rural Canada with relevant comparisons to the rest of North America and elsewhere. (H)

Pre-Requisites:

10.00 credits including (HIST*2600 or HIST*2601/2)

Restrictions:

Restricted to students in the B.A. Honours program with a minimum of 70% average in all History course attempts.

1.2 Course Description

This seminar course explores selected themes and issues in Canadian rural society from 1800 to 1950. In seminars, special emphasis will be placed upon exploring diverse research methods, critically examining primary sources, engaging multidisciplinary perspectives, and discussing the latest research with each other and visiting scholars. In the research project, you will employ diaries written by the settler society of southern Ontario. You will apply various traditional research methods, experiment with some new digital history tools, and relate your findings in a meaningful way to the secondary literature. Along the way you will learn about the changing nature of work, food production, marketing, material objects, animals, property, social order, family strategies, the environment, gender, and leisure.

1.3 Timetable

Tuesdays and Thursdays 2:30-3:50, MacKinnon Room 261. Timetable is subject to change. Please see WebAdvisor for the latest information.

1.4 Final Exam

There is no final exam for this course.

2 Instructional Support

2.1 Instructional Support Team

Instructor:	Catharine Wilson
Email:	cawilson@uoguelph.ca
Telephone:	+1-519-824-4120 x53204
Office:	MCKNEXT 2015
Office Hours:	Office Hours: Tuesdays 4:00-5:00 pm or by appointment

3 Learning Resources

There is no text for this course. The readings are from a variety of sources and are available on reserve unless stated otherwise.

The diaries are available on the Rural Diary Archive <https://ruraldiaries.lib.uoguelph.ca/>. Additional rural history resources can be found on courselink and at Rural History at Guelph. <https://www.uoguelph.ca/arts/rural>.

4 Learning Outcomes

4.1 Course Learning Outcomes

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

1.
 - identify and explain the key factors that define rural life and changes over time;
 - identify and explain the contributions of various scholars to Rural History, how they approach the subject from different perspectives, and how the historiography has developed;
 - master the subject matter of your research topic;
 - plan a research project and propose it in a convincing manner proving its significance and do-ability;

- critically evaluate the reliability, strengths and weaknesses of primary evidence;
- map, table, graph, and apply visualization techniques to primary data;
- perform narrative and textual analysis;
- find meaning in diary texts and relate diarists' lives to their communities and larger themes in the scholarly literature;
- demonstrate professional responsibilities as budding historians by locating suitable primary sources and secondary sources, using them appropriately, and ethically citing them in your work;
- manage information, collecting, organizing, and synthesizing it;
- marshal the above evidence to support and clearly communicate an independent, original piece of scholarship grounded in an explicit historical literature and context;
- communicate ideas orally through regular participation in seminar discussions and in other scholarly settings;
- lead a seminar using stimulating and thought-provoking questions and effective communication skills;
- question and listen supportively to fellow students and guest speakers and provide helpful comments;
- present your research to the class and critically reflect upon it.

5 Teaching and Learning Activities

5.1 Seminar

Topics:

The breakdown of weekly seminar readings is available on courselink for this course.

5.2 Additional Learning Opportunities

Additional Learning Activities:

Careers for Historians: 17 March, 9:30-10:20 am, Room TBA. This is a lecture where History alumni talk about their careers. They provide advice on searching for a job (history and non-history related) and how to present the skills you have learned in history to prospective employers. It is highly recommended that you attend these sessions that are offered every term with different alumni sharing their experiences.

Rural History Roundtable: This is a speakers' series which is open to the public. Some speakers may be scheduled as part of our course. If you attend the speakers not included in our course, you will receive 1 bonus mark on your final grade for each that you attend. The poster will be on courselink.

6 Assessments

45% Seminar participation & leadership

5% Essay Proposal

45% Research Essay

5% Presentation of Essay

6.1 Marking Schemes & Distributions

6.2 Assessment Details

Seminar Participation and Leadership (45%)

Date: Two seminars each week: Tuesday and Thursday, in class

SEMINAR PARTICIPATION AND LEADERSHIP:

Participation of a high quality is very important as each week your seminar work is worth approximately 4.5 % of your final grade. You are expected to read all assigned readings for

each seminar and will be graded on the quality of your discussion. The readings engage you with classic works and the latest scholarship. Each of you will lead a 1 ½ hour seminar and present your research progress at various stages throughout the term.

Research Proposal (5%)

Due: Thu, Feb 6, 3:00 PM, in class

RESEARCH PROPOSAL: you are required to submit a two-page proposal (typed and single-spaced) of your research paper. It must include the following:

- a title for your paper
- a short paragraph providing 1) a brief description of the diary you have chosen, and 2) a clearly stated and carefully thought out research question. See courselink for examples.
- another paragraph clearly proving that your diary can answer your research question
- an annotated list of other primary sources and why they are relevant
- an annotated list of secondary sources (10 please) and why they are relevant to your research question.
- a brief explanation of what visualizing tools you will use and why they are relevant to your project

The proposal gets you thinking early about your project and allows Dr. Wilson to give you guidance along the way. Sample proposals are available on Reserve at the Library.

Research Essay (45%)

Due: Thu, Mar 26, 3:00 PM, in class

You are required to write a research paper based on your proposal after it has been approved by Dr. Wilson. This exercise develops your research and writing skills and gives you expertise in one area of rural history.

Your essay must be based extensively on primary sources (the diary mainly but other primary material as well). This means that half or more of your footnotes need to refer to primary sources. The text should be a total of 4,000-5,000 words (about 12-14 pages). Required appendices and bibliography are extra. The essay must be typed and double-

spaced and display approximately twenty sources (this total combines your primary and secondary sources). It must have a clearly articulated thesis/argument, contain an evaluation of the diary used, and relate the diary to other relevant primary sources and significant larger themes in the historical literature. It is to include maps, tables, graphs etc. demonstrating a serious engagement with, and analysis of, the diary. It must also include an appendix that showcases your detective work in linking the diarist and his/her daily life with other pertinent primary sources. The appendix should include census details and a map with your diarist located on it and any other relevant primary material. It should also include the results of your visualization either mapping or visualization of textual analysis (graphs, word clouds, word frequency, etc) .

Presentation of Research Essay (5%)

Date: Week 13, in class

Each of you is required to present a five minute version of your research paper to the class at the end of term. Your own presentation provides a wonderful opportunity to share your work, get a sense of what professional academics do, and boost your public presentation skills.

7 Course Statements

7.1 Late Penalties for the Course

Late proposals are penalized 2% per day including weekends. Late essays are penalized 5% per day including weekends.

7.2 Accessibility

I invite any student with challenges in receiving or understanding the information and resources in this course to contact me at the beginning of the semester so that I can meet with you individually to review your specific needs. The Rural Diary Archive website meets the requirements of the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

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>
