

HURON UNIVERSITY COLLEGE
History 3801E 2017-18
The Historian's Craft

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Office hours: : Tuesdays and Thursdays, 2:30-3:30
and other days/times by appointment

Class meets: Tuesdays, 1:30-2:30 and Thursdays, 12:30-2:30 HUC W101

Introduction

History 3801E is a seminar course that tries to answer two questions: what is History, and why does it matter? As one of the few required courses in your History module at Huron, *The*

Bart: "Look at that hunk of junk."

Grampa: "Oh, gee, you're ignorant! That's the Wright Brothers' plane. At Kitty Hawk in 1903, Charles Lindbergh flew it fifteen miles on a thimbleful of corn oil. Single handedly won us the Civil War, it did."

Bart: "So how do you know so much about American history?"

Grampa: "I pieced it together, mostly from sugar packets."

Historian's Craft works as a capstone in your career as History student, but it also asks you to question and evaluate the way you understand other aspects of your undergraduate work, and your experience outside the boundaries of academic study. Who creates knowledge? How is it used or misused? What is true, how do we know, and what do we do in the face of the limits of knowledge? Do we "piece it together" like Grampa Simpson? Or is there another way?

Most History students go on to pursue careers outside the ranks of academic historians, so while the course is concerned with historical method, it is also much broader in its application. We will work in a practical way with the materials of History, and will consider the sea-changes of postmodernism, new studies in Public History, and cultural studies of historical memory. The course also considers the place of History

in the emerging field of the digital humanities, and gives you experience in that field.

Class Field Work and Community-based Research Project

The centerpiece of 3801E is a community-based research project that brings together the theoretical and practical aspects of the course material. This year, the project is focused on partnership with the Chatham-Kent Black Historical Society, the University of Huddersfield's Digital Victorians project, and Huddersfield's local community partner, Building African Caribbean Communities. The project is based on the methodology of *Slavery in Small Things*, and asks you to research and contextualize an object related to slavery and antislavery from the local collections of the CKBHS. More on the project is found on a separate handout. As part of the community-based learning component in 3801E, the class will travel to the CKBHS and to Oberlin, Ohio, where we will spend an afternoon working in the Oberlin College archives. The cost of travel and accommodation will be covered by Huron's RBC Fund for Community-based Learning. The idea behind the class CBL project is to ensure that the material of the course--

which can run toward abstraction if we aren't careful—comes to life in a memorable and accessible way that will mean something outside the spatial and temporal limits of the class. While we read about historical research methods, the creation of historical knowledge and the place of History in public intellectual and cultural life, we will also be participating in, and contributing to, a wider community of historical research.

Learning Objectives

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

1. Understand a variety of approaches to historical writing, particularly as those approaches have shifted over the last 40 years of historical scholarship, and understand why this matters;
2. Understand the connections between History 3801E and work you have already done, and are doing, in other courses;
3. Articulate your own critical views, both in class discussion and in written work;
4. Think clearly about the creation and meaning of knowledge in political, social and intellectual context.
5. Create connections between your work as a student and the community beyond the classroom;
6. Understand the relevance of historical study to contemporary life.

Required reading:

Graham Broad, *One in a Thousand: The Life and Death of Eddie McKay, Royal Flying Corps*

James Walvin, *Slavery in Small Things: Slavery and Modern Cultural Habits*

Wendy Pojmann, Barbara Reeves-Ellington and Karen Ward Mahar, *Doing History: An Introduction to the Historian's Craft*

Course requirements and assessment

Class participation (described below) **20%**

In-class workbook exercises (5% each x 3) **15%** (complete 5, best 3 marks count)

Antislavery in Small Things plan and annotated bibliography **10%** (due end of term 1)

Antislavery in Small Things in-class update **5%** (to be scheduled in class)

Antislavery in Small Things Research Outcome **10%**

Antislavery in Small Things conference presentation or poster, and reflection **20%** (due last full week of term; conference on April 11)

Final exam **25%** (April exam period)

All assignments will be discussed in detail in class well in advance of deadlines. Guidelines follow on a separate handout.

Class Schedule and Assigned Reading:

September 7 **Introduction**

Sept. 12-14 **What is history and why does it matter?**

Reading: (supplied in class) "Welcome to *Made by History*"

Sept. 19-21 The Historian's Craft: Overview
 Reading: Graham Broad, *One in a Thousand*, Introduction & Chapter 1

Sept. 26-28 History in Small Things
 Reading: James Slavery in *Small Things: Slavery in Modern Cultural Habits*, Introduction and ch.1

Oct. 3-5 "The Past is a Foreign Country"
 Reading: *One in a Thousand*, Ch. 2
 Attend Huron History Day lecture @ 1:30 Oct. 5

FALL READING WEEK

October 17-19 Background/Trip to Oberlin
 Reading: *Doing History*, ch. 1 (workbook exercise)

October 24-26 Schools of the past: ancients
 Reading: *Doing History*, ch.2 (In-class workbook exercise)

November 7-9 Schools of the past: moderns
 Reading: *Doing History*, ch.2 (In-class workbook exercise)
 Attend Huron's Public History alumni conference Nov. 9
 Proposal for "Antislavery in Small Things" due

November 14-16 Thanks for the seminar: Histories of History
 Reading: *Doing History*, ch. 3 (In-class workbook exercise)

Nov. 21-23 Sources and evidence
Doing History, Ch. 4 (In-class workbook exercise)

Nov. 28-30 Historical Thinking, Historical Writing
Reading: *One in a Thousand*, ch. 3

Dec. 5-7 Review/CBL project consultations (Project proposal due)
 No new reading

Jan. 9-11 Matters of Method
 No new reading

Jan. 16-18 Material Culture
 Reading: *Slavery in Small Things*

Jan. 23-25 Social and Cultural History
 Reading: *One in a Thousand*, 4

Jan. 30-Feb.1 Histories from Below

Reading: E.P. Thompson, Preface to *The Making of the English Working Class*; Editorial Collective, Introduction to *History Workshop Journal* Inaugural Issue

Feb. 6-8 Postmodernism

Reading: *One in a Thousand*, 5

Feb. 13-15 Race and History

No new reading; CBR project updates

READING WEEK**Feb. 27-Mar. 1 Women's History**

Reading: Judith Bennett, *History Matters* (selection)
Joan Wallach Scott, "Gender: A Useful Category of Historical Analysis"

Mar. 13-15 Public History

Reading: Nigel Raab, *Who Is the Historian?* 89-103

Mar. 20-22 Global Histories I

Reading: *A Global History of History*, 493-508

Mar. 27-29 Global Histories II

Reading: Popkin, *From Herodotus to H-Net*, 146-65

Mar. 26-28 History and Memory

Reading: Pierre Nora, "'Between Memory and History: Les Lieux de Memoire.'" *Representations* 26 (1989): 7-24.

April 3-5 What is History and why does it matter?

Reading: Raab, *Who is the Historian*, 104-119 (CBR reflection papers due this week)

April 10-12 Review & wrap-up (conference on April 11/April 12)

A word about participation: Because this is a seminar class, your participation is required, and is weighted at **20% of your final grade**. Typically, we will use Thursday classes for discussion; there may be exceptions to this, so keep an eye on class announcements. Attendance will be taken on discussion days. Participation grades are based on the cumulative evidence that you have thought critically about the reading, and are engaged in the work of voicing your views and listening to others. This means that sometimes you may be asked to offer brief written (in-class) assessments of the reading. Small-group discussion, informal presentations, generating notes from group discussion, and other forms of participation will be used from time to time in the course, depending on the day and the material. Please note that you are welcome to consult your

participation records throughout the year; a mid-year grade will be provided at the end of the first term.

Free pass: Each student will have 1 (one) free pass* to miss a discussion without diminishing the participation record. No explanation is required. Use the free pass wisely.

** The instructor reserves the right to designate certain discussion days as exempt from the free pass, as in, but not limited to, days when we have a guest speaker in class. Reasonable effort will be made to notify the class when such free pass exempt-days are imminent. Free pass does not apply to Oct. 5, November 9, or April 12, or other days when you are scheduled to discuss your CBL research with the rest of the class. Do not pass GO. Do not collect \$200. Always read the fine print.*

RULES AND REGULATIONS

The History Department has specified that:

1. Each course instructor will set policy regarding the form (electronic and/or paper copy) and procedure for submitting essays and other written assignments in each course. Students are responsible for making sure they are familiar with each instructor's policy on electronic and/or paper submissions.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to the instructor or in the Essay Drop Box. Late penalties are calculated according to calendar day, including Saturdays.
4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
 - Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
3. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

¹ They should be in Arabic, not Roman numerals or letters.

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West Germany, 1949-1968*, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and pages numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

[Http://www.history.utoronto.ca/undergraduate/essays.html#footnotes](http://www.history.utoronto.ca/undergraduate/essays.html#footnotes). Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.

Appendix to Course Outlines

Prerequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Conduct of Students in Classes, Lectures, and Seminars

Membership in the community of Huron University College and the University of Western Ontario implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and*

Responsibilities at: <http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

Technology

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Academic Accommodation for Medical/Non-Medical Grounds

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning

policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

a. **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found

at http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf,

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found

at: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

b. **Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. The instructor may **not** collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor’s decision is appealable to the Provost and Dean.

c. **Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Statement on Academic Integrity

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

Academic Integrity: Importance and Impact

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life.

Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Personal Response Systems ("clickers") may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else's clicker in class constitutes a scholastic offence,
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Policy on Special Needs

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

http://www.sdc.uwo.ca/ssd/?requesting_acc

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Provost and Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

Class Cancellations

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> (“Class Cancellations”).

Mental Health @ Western

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

Academic Advising

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron’s Student Support Services (huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at: <http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>