

HURON UNIVERSITY COLLEGE
History 3801E 2018-9

The Historian's Craft

Dr. Amy Bell

abell44@uwo.ca

Office V130, ext. 293

Office hrs: Fri. 10:30-12:30 or appt.

Class meets: Wed. 12:30-2:30 and Fri. 1:30-2:30 in HUC W101

Prerequisite(s): 1.0 History course at the 2200 level or above.

Introduction: Truth, Archives and Phantoms

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 Historian's Craft* is a capstone in your career as a 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? What gets left out of our accounts of the past, and how do we recognize these phantoms haunting the present?

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, and the first year module, HIS1016 The Time Detectives, of our international partner, EdgeHill University in UK, led by Professor Paul Ward. 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, or from the Oberlin College Special Collections. 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 History's departmental budget and the Huron Fund for Community-based Learning. In addition there will be an optional research trip to Bath Spa University UK, during the February Reading Week. 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*

Articles and book chapters where noted, available through OWL

Field Work Dates

Oct 19: CKBHS, Chatham, ON

Nov 1-2: Oberlin College, Ohio

Nov 28- ARCC, Weldon Library, UWO

Jan 16: Medical Artifact Collection Field Trip, |UWO

*Feb 16-23: Optional Exchange Trip to Bath Spa, UK

March 20-24: Local field trips with students from Bath Spa, TBD

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%** (Dec 5)

Field Work exercises: ARCC and Medical Objects, 5% each: **10%**

Antislavery in Small Things Research Outcome **10%** (March 15)

Antislavery in Small Things conference presentation or poster **10%**, (presented March 21)

AST Research reflection **5%**, (April 5)

Final exam **20%** (April exam period)

All assignments will be discussed in detail in class. Guidelines follow on separate handouts.

Class Schedule:

September 7 Introduction

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

Reading: Carolyn Steedman, "Something she called Fever: Michelet, Derrida and Dust" from *Dust: The Archive and Cultural History* (2002), [OWL].

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

No class on October 5, instead

***Attend Huron History Day lecture @ 1:30 Oct. 4**

FALL READING WEEK

October 17-19 Background/Trip to Chatham**

Reading: *Doing History*, ch. 1 (workbook exercise)

Guest Lecture: Dr Nina Reid-Maroney

October 24-26 Schools of the past: ancients

Reading: *Doing History*, ch.2 (In-class workbook exercise)

No Class on October 26, instead

***Attend Derry lecture @ 5:00 Oct. 22**

October 31-Nov 2. Background/ **Trip to Oberlin

November 7-9 Schools of the past: moderns

Reading: *Doing History*, ch.3 (In-class workbook exercise)

Proposal for "Antislavery in Small Things" due

Guest Lecture: Dr Geoff Read (Friday)

November 14-16 Historiography, Truth and the Archive

Reading: *Doing History*, ch. 4 (In-class workbook exercise)

Nov. 21-23 Sources and evidence

Colleen Burgess

Nov. 28-30 Historical Thinking, Historical Writing

**** Trip to ARCC**

Reading: *One in a Thousand*, ch. 3

Dec. 5-7 **Review/CBL project consultations (Project Proposal due Dec 5)**
Doing History, Ch. 5 (In-class workbook exercise)

MIDYEAR BREAK

Jan. 9-11 **Visual and Literary Cultures**
 Archiving Film: “These Amazing Shadows”
 No new reading

Jan. 16-18 **Material Culture**
 Reading: *Slavery in Small Things*
 **Trip to Medical Artifact Archives (Wednesday)
 Michelle Hamilton, “‘A Wealth of Historical Interest:’ The Medical Artifact Collection at the University of Western Ontario,” *The Public Historian* 29, 1: 77-91. [OWL]

Jan. 23-25 **Social and Cultural History**
 Reading: *One in a Thousand*, 4
 Guest Lecture: Dr. Graham Broad

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 [OWL]

Feb. 6-8 **Postmodernism and Digital History**
 Reading: *One in a Thousand*, 5
 Lara Putnam, “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast”, *The American Historical Review*, 121 (2) 2016, 377–402. [OWL]

Feb. 13-15 **Postcolonialism, Race and History**
 Guest Lecture: Dr. Tom Peace (Wednesday)
 No new reading— work on projects

READING WEEK **Trip to Bath Spa University

Feb. 27-Mar. 1 **Women’s History**
 Reading: Judith Bennett, *History Matters* (selection)
 Joan Wallach Scott, “Gender: A Useful Category of Historical Analysis” [OWL]

Mar. 6-8 **In-class project updates (5%)**

Mar. 13-15 **Public History** **Research Outcome due Mar. 15**
 Reading: Nigel Raab, *Who Is the Historian?*, 89-103
 Guest Lecture: Dr. Tim Compeau (Friday)

Mar. 20-22 **Phantoms III Field School and Conference**
 **Local field trips with Bath Spa University students
 **Presentation of projects at Writing Rights Conference March 21

Mar. 27-29 Global Histories

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

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

Reading: Raab, *Who is the Historian*, 104-119

Final Exam in the April Exam Period

A word about participation: Because this is a seminar class, your participation is required, and is weighted at **20% of your final grade**. 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 class a term without diminishing the participation record (excluding guest speaker lectures). No explanation is required.

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 Arabic numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.

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:

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 page 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>. Accessed October 22, 2012.

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



The Appendix to Course Outlines is posted on the OWL course site.