

History 2222 Spring 2019
Mon/Wed 0925-1040 AH 116

I acknowledge that I live and work in Treaty 7 territory, here in the heart of traditional Blackfoot territory. As a historian I also acknowledge the role that my discipline has played in the dispossession and genocide of Indigenous peoples, here and around the world. I am a guest here, as all non-Blackfoot peoples are guests in this territory, and we should be mindful of that in our lives and our scholarship.

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Office: UH C872 Office hours Tues and Wed 11-2, and by appointment
(*What are office hours for?? Anything you need! Comments, questions, or concerns about this course or life at U of L.*)
Research assistant: Jon Davidson, davidsonj@uleth.ca

Prerequisite: History 1000/1200 or a previous course in History.

Description: History 2222 is a hands-on skills workshop in the art and craft of the historian, designed for history students of all levels and backgrounds. If you haven't completed very many history courses 2222 will help you to learn and practice key skills like constructing a research topic, locating and analyzing primary and secondary sources, and developing an argument. If you have completed several history courses 2222 will hone the critical skills you have already begun to acquire, introduce more refined research and writing techniques, and deepen your appreciation of the discipline. The course will answer four questions:

- how do historians know what we claim to know? (aka epistemology, or the "theory of the method or grounds of knowledge")
- how do historians do what we do? (aka methodology, or the "science of method; body of methods used in a particular branch of activity")
- how have earlier historians in other places answered these questions? (aka historiography, or the "writing of history; study of history-writing")
- why do our skills matter in the modern world? What's the point of a History major??

Objectives: The first and most important objective of this course is to develop three key critical skills: reading, research, and communication. By the end of this course you will be able to read complex material more quickly and accurately; find primary and secondary sources quickly and choose the best ones for your research; and communicate your ideas and arguments clearly and convincingly (with clear, strong, well-organized arguments/ sentences/ paragraphs/ essays, etc). My second objective is that by the end of this course you will understand how and why historians do what we do, and why our skills matter in the modern world.

NOTE: 2222 is different from other 2000-level History courses in that it requires more reading, writing and active participation.

Required texts

Reading kit.

Recommended texts

Storey and Jones. *Writing History: A Guide for Students*. Oxford University Press.
Any edition is fine.

How your grade will be broken down:

Participation (35%)

CRAAP test assignment (1800-2000 words, 15%)

The Moodle window to submit your CRAAP Test will be open February 7-10.

Article analysis (1400-1500 words, 25%)

The Moodle window to submit your drafts will be open March 7-10.

The Moodle window to submit your re-writes will open one week
after I return the drafts.

Pop culture analysis (1200-1500 words, 25%)

The Moodle window to submit your final papers will be open April 4-8.

You must complete ALL requirements to get a grade in this course.

U of L History Department grading system

94-100%	A+	4.0 GPA	70-73.9%	C+	2.3 GPA
90-93.9	A	4.0	66-69.9	C	2.0
86-89.9	A-	3.7	62-65.9	C-	1.7
82-85.9	B+	3.3	58-61.9	D+	1.3
78-81.9	B	3.0	50-57.9	D	1.0
74-77.9	B-	2.7	0-49.9	F	0

Participation: Some of you will demonstrate your engagement with our course material through your active, constructive participation during our discussions and workshops, and clear evidence of having read and thought about the reading beforehand. Some of you will demonstrate your engagement through short, written reflections (emailed directly to me) after our discussions and workshops.

The CRAAP Test assignment (~1800-2000 words, worth 15%): Choose any research topic in history that interests you. Find ten sources (including at least one scholarly journal article, one scholarly monograph, one scholarly anthology, and one primary source) that you could use to write a research paper on this topic. Apply the CRAAP Test to each of your ten sources. Then use that information to create a 2000 word annotated bibliography (i.e. ~200 words per item). Use the History Department style guide to make sure that the items are all in the correct order and cited properly.

Article analysis (1400-1500 words, worth 25%): In this paper you will analyze a recent scholarly article chosen from a list I will post in Moodle. The purpose of this assignment is to improve your reading, writing and critical thinking skills by analyzing the author's argument and sources to make your own original argument about the article's strengths and weaknesses. Learning how to read and think analytically, and write clearly, are two of the most useful skills you can get from a history course. Having the opportunity to re-write the paper means you can also improve your writing skills by using the critiques provided on the first assignment.

Pop culture analysis/the blog project (1200-1500 words, worth 25%): The purpose of this assignment is for you to assess the accuracy AND effectiveness/entertainment value of one example of mass media which presents history to a popular audience (e.g. a “based on historical events” film, video game, tv or web series, or novel).

Format for all written assignments: To make it easier for me to read and grade your written assignments PLEASE double-space the text, use a 12-point font and at least one-inch margins. You don’t need to add spaces between paragraphs, but do number all of the pages. Please submit your written assignments on Moodle during the specific window, but if you are late then email it to me directly.

Extensions and late penalties: You can take up to 7 extra days to hand assignments in, no questions asked – just email me and let me know how many days you need. If we haven’t arranged an extension I will penalize late assignments 4% per day, including weekends.

Academic integrity: We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and offer credit to others for thinking of ideas before us. I believe that everyone in this course is fundamentally honest and I will help you learn the conventions of academic integrity, such as citing sources and being clear about where our own words begin and end. If you want to read what the U of L Calendar says about this topic, you can find it here under “Academic Offenses.”

<https://www.uleth.ca/ross/sites/ross/files/imported/academic-calendar/2017-18/part04.pdf>

Kids in class? No problem! Sometimes your child care options fall through at the last minute, and for many student parents that can mean having to miss class. Occasionally needing to bring your child to class is not a long term solution, but it is perfectly acceptable. I would ask that you sit by the door, so you can easily take a few minutes outside if your child needs attention or begins disrupting everyone’s learning. I would encourage everyone in the class to help make any such guests feel welcome.

Bonus points! Help me learn your names by stopping by my office to say hi, and I will add two points to your final grade!

Please note that my office must be scent-free because strong smells and chemicals make me ill. If you wear perfume or aftershave do not take it personally if I have to move our meetings to a larger, better-ventilated room.

Schedule of lectures, readings and discussion topics (all subject to change)

Mon Jan 7 What do historians do? How? Why?

Wed Jan 9 discussion: Why study history?

American Historical Association, “Why Study History?”

<https://www.historians.org/teaching-and-learning/why-study-history>

Kevin Gannon, "Objective history is impossible. And that's a Fact." *The Tattooed Professor*, May 9, 2016.

<http://www.thetattooedprof.com/2016/05/09/objective-history-is-impossible-and-thats-a-fact/>

Christio Aivalis, "The Value of History in the 'age of Fake News.'" *Active History*, September 14, 2017.

<http://activehistory.ca/2017/09/the-value-of-history-in-the-age-of-fake-news/>

Elizabeth Elliott, "Why Read Why Learn History (When It's Already Summarized in this Article?)." *AHA Perspectives on History*, August 20, 2018.

[https://www.historians.org/publications-and-directories/perspectives-on-history/september-2018/why-read-emwhy-learn-history/em-\(when-its-already-summarized-in-this-article\)](https://www.historians.org/publications-and-directories/perspectives-on-history/september-2018/why-read-emwhy-learn-history/em-(when-its-already-summarized-in-this-article))

Mon Jan 14 research skills 1 - focusing and refining your research topic
Read Storey and Jones, Chap 2.

Wed Jan 16 research skills 2 – library workshop with Librarian Romany Craig

Mon Jan 21 research skills 3 - CRAAP test workshop (how to assess quickly what you've found)

Wed Jan 23 research skills 4 – how to gut a monograph (and why do you want to?)

Mon Jan 28 research skills 5 - how to read and analyze a scholarly article

Wed Jan 30 research skills 6 - primary sources
Read Storey and Jones Chap 3.

Mon Feb 4 research skills 7 - how to cite what you've found (aka the fetish of footnoting)
Read Storey & Jones Chap 5.

Wed Feb 6 Reverse-engineering for historians!

The Moodle window to submit your CRAAP Test will be open Feb 7-10

Mon Feb 11 How to write a history paper 1 - making a clear argument
Read Storey and Jones Chap 6.

Wed Feb 13 How to write a history paper 2 - topic sentences and transitions
Read Storey and Jones Chap 8. See also Raul Pacheco-Vega, "Writing topic sentences and crafting paragraphs."
http://www.raulpacheco.org/2018/10/writing-topic-sentences-and-crafting-paragraphs/?fbclid=IwAR2Twr9GvN6bErD2GhqCj9XEhjiS34FbMz_A-55yyxnXs2vlyXYLzQSvaQ

Feb 18-22 Reading week!

Mon Feb 25 film *Rashomon* (dir. Akira Kurosawa, 1950)

Wed Feb 27 discussion of *Rashomon*

Mon Mar 4 discussion: The historian's task? Answers from Ancient Greece to the 19th century
Readings in coursepack.

Wed Mar 6 discussion: Is history an art or a science? Part One.
Read Voltaire, Macaulay, Davis, and Cronon in coursepack.

The Moodle window to submit your article analysis will be open Mar 7 – 10

Mon Mar 11 discussion: Is history an art or a science? Part Two.
Re-read Ranke, plus Bury, Fogel and Engerman, Annales intro, Braudel in coursepack.

Wed Mar 13 discussion: From drug dealers to addiction counsellors – historians' long awkward relationship with nationalism and public memory.
Readings in coursepack/Moodle + these links

Natalie Nougayrede, "Fake news is bad. But fake history is even worse." *The Guardian*, August 4, 2017.

<https://www.theguardian.com/commentisfree/2017/aug/04/fake-news-fake-history-turkey-china-rewrite-past>

Jason Steinhauer, "History is not there to be liked: On Historical Memory, Real and Fake." *Foreign Policy Research Institute*, September 15, 2017.

<https://www.fpri.org/article/2017/09/history-not-liked-historical-memory-real-fake/>

Matthew Sears, "The Monument War: Not just about 'History.'" *Active History*, October 5, 2017.

<http://activehistory.ca/2017/10/the-monument-war-not-just-about-history/>

Tom Fraser, "Edward Cornwallis, Public Memory, and Canadian Nationalism." *Active History*, March 13, 2018.

<http://activehistory.ca/2018/03/edward-cornwallis-public-memory-and-canadian-nationalism/>

Stéphane Lévesque, "A new approach to debates over Macdonald and other monuments in Canada: Part 1." *Active History*, November 6, 2018.

<http://activehistory.ca/2018/11/a-new-approach-to-debates-over-macdonald-and-other-monuments-in-canada-part-1/>

Mon Mar 18 "Going Pro – when popular and academic history parted ways"

Readings in coursepack + these links:

American Historical Association, 2018 Statement on Standards of Professional Conduct. <https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/statement-on-standards-of-professional-conduct> (Just read Parts 1, 2, and 6)

Adam Coombs, "In Defence of (Canadian Academic) History," *Active History*, October 13, 2017.

<http://activehistory.ca/2017/10/in-defence-of-canadian-academic-history/>

Alison Miller, "AHA Townhouse notes: Complicating ourselves into obscurity." *Perspectives on History*, November 1, 2017.

<https://www.historians.org/publications-and-directories/perspectives-on-history/november-2017/townhouse-notes-complicating-ourselves-into-obscurity#.WhLahnQfLys.facebook>

Wed Mar 20 discussion: Historians as communicators

Sarah Madsen Hardy and Marisa Milanese, "Teaching Students to be Public Intellectuals," *The Chronicle*, June 29, 2016.

https://www.chronicle.com/article/Teaching-Students-to-Be-Public/236944?cid=at&elq=7ef5b8724d314831bdcabcb26c2b79a3&elqCampaignId=3456&elqTrackId=2e7ef45a5bab44a2b3cdbbb8d34d5cda&elqaid=9691&elqat=1&utm_medium=en&utm_source=at

James Grossman, AHA executive director, "History, Historians, and 'the Current Moment,'" *Perspectives on History*, November 1, 2017

<https://www.historians.org/publications-and-directories/perspectives-on-history/november-2017/history-historians-and-the-current-moment>

Samia Madwar, "Active History website aims to 'get history out of the university.'" *University Affairs*, December 5, 2017.

<https://www.universityaffairs.ca/news/news-article/active-history-website-aims-get-history-university/>

Mathew Gabriele, "Why Bunnies are a New Gateway to the Meaning of the Past," *Forbes*, July 11, 2018.

<https://www.forbes.com/sites/matthewgabriele/2018/07/11/why-bunnies-are-a-new-gateway-to-the-meaning-of-the-past/#289f0e0f4a36>

Adele Perry, "Historians in Public," *Active History*, December 14, 2018.

<http://activehistory.ca/2018/12/historians-in-public/>

Mon Mar 25 workshop on the final essay. Start thinking about what film/novel/video game/tv show/blog/podcast etc you want to discuss in your final project.

Wed Mar 27 discussion: new and emerging topics and tools
Guests and readings TBA.

Mon Apr 1 discussion: Does “moral engagement” compromise our craft?
Readings in coursepack + these links

Andrew Nurse, “Debating the Holocaust? The Role of Debate in History.” *Active History*, June 28, 2018. <http://activehistory.ca/2018/06/debating-the-holocaust-the-role-of-debate-in-history/>

Mathew Sears, “Partisans assail historians for judging the past by today’s standards. Here’s why they’re wrong.” *The Washington Post*, July 12, 2018.
https://www.washingtonpost.com/news/made-by-history/wp/2018/07/12/partisans-assail-historians-for-judging-the-past-by-todays-standards-heres-why-theyre-wrong/?noredirect=on&utm_term=.81064ad2818f

LAST DAY: Wed Apr 3 The rants

The Moodle window to submit your final papers will be open Apr 4-8

Handy links for other campus resources

Academic Support

<http://www.uleth.ca/services-for-students/academic-support>

Academic Writing Program

<http://www.uleth.ca/artsci/academic-writing>

Accommodated Learning Centre for students with disabilities

<https://www.uleth.ca/ross/accommodated-learning-centre/content/hello-alc-family>

Counselling Services

<http://www.uleth.ca/counselling/>

Health and Safety

<http://www.uleth.ca/services-for-students/health-safety>

Ikaisskini (Low Horn) Gathering Place for FNMI Students

<http://www.uleth.ca/first-nations-metis-inuit>

International Student Centre

<http://www.uleth.ca/international>

Chinook Sexual Violence Center, 502 - 740 4 Ave. S.
403-694-1094 or toll free 1-844-576-2512

24-hour Sexual Assault Crisis Line: 780-423-4121

Student Clubs (including the particularly-awesome History Students' club, the THUGS)

<http://clubs.ulsu.ca/?p=12>

University of Lethbridge Students' Union Food Bank
Room 180 in the Students' Union Building, 403-329-2222

You can find many more student services listed here:

<http://www.uleth.ca/services-for-students>