

## *Historiography & Historical Methodology*

**SEMINARS:** Friday, 8:30-11:30 am

**LOCATION:** 377 University College

### **INSTRUCTOR**

B. Baader

**PHONE:** 204-474-9150

**OFFICE HOURS:** Tue 4:30-5:30 pm, Thu 2:30-3:30 pm, or by appointment.

**OFFICE:** 347 University College

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### **COURSE DESCRIPTION & OBJECTIVES**

This is a joint graduate/undergraduate course for advanced undergraduate history majors and for graduate students. It concerns some of the philosophical and methodological issues that bear on the research and writing of history by professional historians. The course will introduce students to some of the past and current debates in the historical profession about what history is, and what it can and should do. Students will be given the opportunity to examine some of the many methods and approaches to historical research and writing, along with contemporary historiographical challenges to traditional methodologies from such critical perspectives as postmodernism, postcolonial critiques, feminist studies and non-Western world views. They will also be asked to engage with a number of questions about historical methodology and the discovery, assessment and manipulation of primary and secondary sources in historical research and writing. Students will come away from the class with a better understanding of at least some of the dominant approaches to history, and should also be able to read historical writing with a more selective and critical eye. Even a full-year course cannot cover the full range of issues that have emerged in this field, so this course should be seen as a selective rather than comprehensive introduction to the field of historiography.

**PREREQUISITE** (Undergraduate students only): Written consent of department head.

### **FORMAT OF THE SEMINAR AND READINGS**

The class will meet weekly in seminar format. In the first week, we will outline the aims of the course and discuss the presentation schedule. In week two and three, we will make ourselves familiar with the history of historical consciousness and historiography in Europe. In week four, we will start to explore some approaches to historical writing, issues in historical methodology, and fields of contemporary historiography.

The instructor will oversee the course, but the seminars will be largely team taught by a number of faculty, each leading an individual session of the course. Students will play an active role in the class by engaging in discussions about the topic and the readings of the seminar.

Since this course is directed at senior undergraduates and graduate students, it is a reading-intensive class. You are expected to read between 150-200 pages each week for this course and you will come to class a) having read your material, and b) equipped with questions, queries, expressions of interest, or statements of disagreement to offer up for discussion.

The required readings for this seminar will consist of the assigned chapters from the books listed below, journal articles that are available through the UofM library website, and texts posted on the UM Learn website for this class.

### **BOOKS, AVAILABLE AT THE UM BOOKSTORE**

- Lloyd Kramer, Sarah Maza, ed. *A Companion to Western Historical Thought*. (Oxford: Blackwell Publishing) 2006.
  - Yosef H. Yerushalmi. *Zakhor: Jewish History and Jewish Memory*. (Seattle: University of Washington Press), 1982.
- These books are also on reserve at Elizabeth Dafoe Library.

## WEEKLY THINK PIECES

Students will be asked to prepare Think Pieces of 500-800 words which they will present and defend in class to initiate and sustain the discussion. These short papers should be posted on UMLearn **by the Thursday** preceding the class on Friday. Graduate students submit a Think Piece every week and undergraduates three Think Pieces in each semester. All students are required to read the weekly Think Pieces that have been submitted in order to engage with them in class.

Finally, students are required to join an on-line History discussion group on H-Net. There are now a large number of such networks established, one for nearly every sub-field of the discipline. Some of you will be interested in the H-Canada discussion group, but there are many others to select from. Visit <https://networks.h-net.org/networks> and select one or more groups that fit your interests. You will report and reflect on the posts of your H-Net discussion group/s in the final historiographical essay in the winter term.

## ATTENDANCE , PARTICIPATION, MISSED CLASSES

Regular, active, audible, constructive participation forms a significant portion of the final grade (20%). Attendance alone will count for only a small fraction of the final grade for this component of the course. So expect to come to class prepared to either pose or respond to questions, to discuss ideas, or to challenge the opinions raised by the discussion leaders. If you are unable to attend class, please let me know in advance as soon as possible. If your absence is unavoidable, please provide me with a written summary (500-800 word) of the week's required readings.

## EVALUATION AND ASSIGNMENTS

For **Undergraduate** Students (those enrolled in HIST 4400):

- |    |  |     |                      |
|----|--|-----|----------------------|
| 1. | Seminar participation  | 20% |                      |
| 2. | Think Pieces (3 each term, <b>6 in total</b> )+ presentation | 20% |                      |
| 3. | Essay #1 (1400-2100 words, or 4-6 pages)                     | 10% | Due October 28, 2016 |
| 4. | Essay #2 (2800-3500 words, or 8-10 pages)                    | 20% | Due December 9, 2016 |
| 5. | Essay #3 (4900-5600 words, or 14-16 pages)                   | 30% | Due March 31, 2017   |

For **Graduate** Students (those enrolled in HIST 7700):

- |    |  |     |                      |
|----|--|-----|----------------------|
| 1. | Seminar participation                      | 20% |                      |
| 2. | Weekly Think Pieces                        | 20% |                      |
| 3. | Essay #1 (1750-2450 words, or 5-7 pages)   | 10% | Due October 28, 2016 |
| 4. | Essay #2 (3500-4200 words, or 10-12 pages) | 20% | Due December 9, 2016 |
| 5. | Essay #3 (6000-7000 words, or 17-20 pages) | 30% | Due March 31, 2017   |

Evaluative feedback will be provided prior to the voluntary withdrawal (**VW**) **date of March 17, 2017**.

**Written work** will be evaluated for both content and style, but mainly for the quality of the argument. Students at this stage of their academic careers should realize that style to a large extent determines the content, and should therefore pay careful attention to the quality and tone of their writing. Your texts should be clear and logical, with well-supported arguments. Plan on revising drafts of your papers before submitting them.

All written assignments should be typed and should conform to a formal academic style, free of contractions, colloquialism, or slang. Sentences should be clear and to the point. Please proofread your work carefully before submitting it. Papers should be free of technical errors of citation. For the formal essays, citations should follow the Chicago Style found in Kate Turabian, *A Manual for Writers of Terms Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. (Chicago, 1996) or the *Chicago Manual of Style* (14<sup>th</sup> edition or later). Further details regarding written assignments will be handed out in class.

**For your participation**, evaluation will take into account the quality of your comments, but it will also honor the utility of contributions for the class discussion. Thus, raising questions can be as valuable as sharing information and insights. However, perfect attendance alone will constitute only a small portion the participation grade. Students will be expected to discuss, debate, challenge and defend the ideas and opinions raised both in the readings and by their fellow classmates during the discussions. It is impossible for your colleagues to engage with—and for me to evaluate—ideas that appear only in your mind. You must share them with the group.

The numerical grade weighting for evaluating performance in this course is as follows.

A+	96 - 100%	B	71 – 80 %	D	50 – 55 %
A	86 – 95 %	C+	66 – 70 %	F	0 – 49 %
B+	81 – 85 %	C	56 – 65 %		

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

### **LATE ASSIGNMENTS**

Late assignments will be accepted with a penalty of **two marks** (or percentage points) **per day** of tardiness, **including weekends**, unless a written request (with serious reasons) has been submitted in advance of the due date and written permission has been granted by the instructor. Late or missed Think Pieces will receive a grade of zero.

### **ACADEMIC DISHONESTY**

Though some assignments in this course will allow you to build on work you have done for other courses, it is forbidden to submit work completed in other courses for credit in this one. Duplicate submission is a form of academic dishonesty. Likewise, it is expected that all submitted work in this course will be done independently.

The University's regulations re: plagiarism, cheating and impersonation may be found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation at:

[http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities.html), which reads:

*The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

*The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.*

*The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.*

### **STUDENT RESOURCES**

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, Kyle Feenstra, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

## **Class Schedule, Fall 2016**

Week 1 (Sept. 9)	Introduction	
Week 2 (Sept. 16)	Historical Consciousness and Premodern Europe	Ben Baader
Week 3 (Sept. 23)	Modernity and Historiography	Ben Baader
Week 4 (Sept 30)	Karl Marx and Friedrich Engels	Henry Heller
<b>October 7, no class due to Fall Term Break.</b>		
Week 5 (Oct. 14)	Labour History	Paul Lawrie
Week 6 (Oct. 21)	World History	Mark Gabbert
Week 7 (Oct. 28)	Archives and Archival Methodology	Tom Nesmith
Week 8 (Nov. 4)	Women's History	Darlene Abreu-Ferreira
	<b>Essay # 1 due</b>	
<b>November 11, no class due to Remembrance Day</b>		
Week 9 (Nov. 18)	Foucault and Post-Structuralism	Ben Baader
Week 10 (Nov. 25)	Subaltern Studies	Emma Alexander
Week 11 (Dec. 2)	Edward Said and Orientalism	Jennifer Dueck
Week 12 (Dec. 9)	The "Medieval"	Roisin Cossar
	<b>Essay # 2 due</b>	

## Tentative Class Schedule, Winter 2017

Week 13 (Jan. 6)	Critical Theory/Psychoanalysis	Ken MacKendrick
Week 14 (Jan. 13)	Gender History and Queer Theory	Ben Baader
Week 15 (Jan. 20)	History of Masculinities	Ben Baader
Week 16 (Jan. 27)	Cultural History	
Week 17 (Feb. 3)	Oral History <i>(date tentative)</i>	Alexander Freund
Week 18 (Feb. 10)	Digital Archives and Digital History <i>(date tentative)</i>	Greg Bak
Week 19 (Feb. 17)	Decolonizing Methodologies	

### Reading Week

Week 20 (March 3)	Intersectionality, Critical Race Theory	
Week 21 (March 10)	Transnational/Comparative	
Week 22 (March 17)	Science and Medicine	
	<b>Voluntary Withdrawal Date</b>	
Week 23 (March 24)	Environmental History	
Week 24 (March 31)	New Materialism	Ben Baader
	<b>Essay # 3 due</b>	
Week 25 (April 7)	Transgender History	