Instructor: Ashley Sims  
Email: sims@ualberta.ca  
Office: Tory 2-57B  
Office hours: Thursday 1:30pm - 3:00pm or by appointment  
Meeting time: MTWRF 12:00pm - 1:10pm  
Meeting place: Tory 1-83

Course Pre-requisite  
A previous course in History and/or consent of the Department

Introduction  
This course is intended to introduce the central methods, theories, practices, and dilemmas of the historical discipline. This course explores the writing of history throughout the twentieth century via fourteen theoretical approaches and it asks how the upheavals of the ‘present’ affect historians’ accounts of the past.

There are three main goals for the course. The first is to understand the idea of ‘historiography’ — that is, questions about how history should be approached, discussed, analysed, and written. Central to historiography are the different theories (borrowed from across the humanities and social sciences) that inform contemporary historical practice. This course will provide a basic introduction to these theories, with an emphasis on their utility for the practicing historian and student. Second, this course will consider the role of history and the historian (as teacher, writer, museum curator, etc.) in modern society. We will ask the question, what is the utility of history as a discipline (and therefore of the historian)? Finally, students will come to see history as a conversation — an argument, at times — about the past and its meaning.

Required Texts  

Additional material will be made available on the HIST 290 eClass

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc?  
No, not needed.
Community Service-Learning component  
N/A  
Past or Representative Evaluative Course Material Available  
Yes, see eClass.
Additional Mandatory Instructional fees  
No

Required Notes  
Policy about course outlines can be found in the Evaluation Procedures and Grading System section of the University Calendar.
Assignments and Mark Distribution

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<tr>
<th>Value</th>
<th>Descriptor</th>
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<tbody>
<tr>
<td>15%</td>
<td>Attendance &amp; Participation</td>
</tr>
<tr>
<td>25%</td>
<td>Reading Notes (5 @ 5% each)</td>
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<tr>
<td>20%</td>
<td>Questions (5 @ 4% each)</td>
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<tr>
<td>40%</td>
<td>Final Assignment</td>
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*We will go over the assignments in more detail in our first class and there will be samples of all assignments made available for you on eClass.*

**Attendance & Participation**

Class attendance and participation are mandatory and it is expected that you will attend and participate in class discussions by having read the required material and readied yourself for discussion. Attendance will be taken and marks will be awarded according to the following rubric:

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<thead>
<tr>
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<th>Descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>did not attend</td>
</tr>
<tr>
<td>1</td>
<td>attended but did not contribute to class discussion</td>
</tr>
<tr>
<td>2</td>
<td>attended and contributed to class discussion</td>
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<tr>
<td>3</td>
<td>attended, contributed to class discussion, showed a clear understanding of the material</td>
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**Reading Notes**

Each student will select and prepare a critical review of one of the week’s eClass readings. The notes are not to exceed 250 words and should break down the chosen reading into the following categories: topic, thesis, evidence, theory and critical analysis. The reading note should synthesise the main contents of the work while offering observations on common themes shared between the chosen text and the general readings for the week.

*Students will hand the notes in at the end of the class from which the readings were selected and will have submitted 5 notes by August 16, 2017.*

**Questions**

Students will prepare two questions based on the readings for a given topic. The questions should highlight a good grasp of key conceptual issues and should NOT address purely factual matters. Rather the questions should provide the stimulus to a fruitful discussion of the readings and topic at hand.

*Questions will be presented to the class at the appropriate meeting and will then be handed in at the end of the class — 5 sets of questions will be submitted by August 16, 2017.*

**Final Assignment**

The ultimate goal of this course is that you leave with a heightened awareness of the historical discipline while also having honed your own analytical reading and writing skills. You will be able to use the skills that you have developed in this class for future coursework and/or careers. To this end, the final assignment consists of a piece of critical writing (3000 words maximum) which will take the form of either:
Textbook Critique

Write a critical analysis of a history textbook used in junior/senior high school or university. Drawing on at least four secondary sources in addition to the Green and Troup readings from the course, you will deconstruct the textbook’s (and author’s) perspective.

Some questions to keep in mind include, but are not limited to, the following: How is history conceived? Who is the ‘ideal’/targeted reader? How is the ‘nation’ treated (whether it’s an American or Canadian textbook)? Is it Whiggish in orientation? What kind of narrative techniques does the author adopt, and why are these significant? What does it include and what does it leave out? Who is presented favourably or negatively? What sort of scholarly apparatus is present (citations, bibliography, further reading)?

— OR —

Historiographical Review Essay

Complete a historiographical analysis of your chosen topic. Your review will set out the debates and approaches to your topic within the secondary literature. You will identify the major thinkers and arguments and will establish connections between them.

Some questions to keep in mind include, but are not limited to, the following: What sorts of historiographical trends are present? Is the field characterised by continuity or change? What sorts of perspectives are the scholars writing from (e.g. Marxist, feminist, etc.)? What type of history have they written (e.g. political, social, cultural, economic, etc.)? How have wider theoretical developments shaped the field? Are the questions being asked in the present different than those asked in the past?

The Final Assignment requires full scholarly apparatus — Chicago style citation (see link on eClass) and secondary sources documented in accompanying bibliography.

Students will select their Final Assignment in class on or before Friday July 28, 2017 and will hand in the completed assignment on Wednesday, August 16, 2017.

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Course Policies

Reading and Preparation
The Meeting & Reading Schedule (.pdf on eClass) tells you what readings need to be completed for each class — these are a combination of the Green and Troup text as well as articles and monograph chapters made available on the course eClass.

You should be prepared to discuss all assigned readings at each class.

Grading Guidelines
Final grades require the completion of all assignments. Attendance is compulsory. Participants are expected to be prepared for all meetings.
Policy for Late Assignments
If an assignment is late due to illness and consequent absence, a doctor’s certificate or note is required within three days of your return. If there are other personal matters that prevent you from handing in an assignment on time you should inform the instructor as soon as possible by email.

Assignments are due in class in hard copy. Failure to hand in an assignment on time will result in the loss of 5% per day beginning at the end of the class in which the assignment was due.

Attendance, Absences, and Missed Grade Components:
Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult the Calendar regarding Attendance and Examinations sections of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Contacting Instructor
You must USE YOUR UofA EMAIL ADDRESS! If your email message is urgent, please indicate this in the subject heading.

Dates and Deadlines
Please see the course calendar in eClass or review: http://www.registrarsoffice.ualberta.ca/Spring-and-Summer-Studies/Summer-Dates-and-Deadlines.aspx
Computers and Electronic Devices
Please ensure all mobile devices are off or in silent mode during class. Students who wish to use laptops or tablets for course oriented work are expected to do so appropriately.

Student Accessibility Services
If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Student Accessibility Services, contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Students desiring assistance with their writing may find the Centre for Writers helpful:
C4W
1-42 Assiniboia Hall
780.492.2639
centreforwriters@ualberta.ca
www.c4w.arts.ualberta.ca

Academic Integrity
“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarise themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.”

Academic Honesty
All students should consult the information provided by the Student Conduct & Accountability Office regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

Learning and Working Environment
The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:
• Discuss the matter with the person whose behaviour is causing concern; or
• If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the Office of the Student Ombuds. Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL.

**Recording of Lectures:**
Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.