Université d'Ottawa | University of Ottawa

Département d'histoire | History Department

Faculté des arts / Faculty of Arts

uOttawa

HIS2391B: History and Theory   Fall 2014   Dr. J.M. McCutcheon

Course Description:

This course will examine the history of history within a global context. It will also include an analysis and study of specific theoretical frameworks used in historical interpretations and how the practice of history has changed over time. We will focus on the origins and development of historical narratives, practices, methods and ideas, and question the use and consequences of history in a variety of contemporary contexts.

Students will be tasked with understand what is history and how this idea, while common to all societies, has been studied and transmitted differently. How have and how do historians undertake historical inquiry? Other questions that will we consider includes: What role does history play in daily life? Communities? Nations? What is the use of history? What is the relationship between history and theory? What distinguishes history from other disciplines? We will use contemporary media sites, blogs, and other resources frequently.

As students of history and members of the university community, we should question and reflect critically on the diverse uses of history in contemporary society. Students should also begin to think about your own epistemological position – how do we know what we know about the past? How important is what is not known?

Course Information

Class Times:	**Tuesdays, 8:30 am to 9:50 am**
	Fridays, 10:00 am to 11:15 am
Class Location:	**MRT 219**
Office:	**9th Floor Desmarais Building (DMS), Room 9119**
	55 Laurier Avenue East
Office Hours:	**By appointment, text or email professor**
Phone/text:	**613.853.1867**
Email:	**jomac@uottawa.ca**

Required Textbooks:

Daniel Woolf, *A Global History of History*, Cambridge University Press, 2011.

Carlo Ginzburg. *The Cheese and the Worms. The Cosmos of a Sixteenth Century Miller,* translated by John and Anne Tedeshi. Baltimore and London: Johns Hopkins University Press, 1980.

Benjamin Books, 122 Osgoode Street, Ottawa, K1N 6S1; Telephone: 613.232.7495

Summary of Student Evaluation

Assignments	Date	%
# 1: Digital Resources/Social Media	Friday January 31, 2014	10
# 2: The Cheese and the Worms - Analysis	February 14, 2014	10
# 3: Research Project (30 %) /Outline (5%)		35
Outline/CSL Outline	February 25	
Research Paper	**April 4**	
CSL Reflection	**April 17**	
Text Analyses and Summaries (3 x 5)	See Syllabus & Blackboard	15
Workshop Attendance 5 x 1	See Syllabus & Blackboard	5
Final Exam	**Exam Period**	25

History and Theory (M): Course Culture and Expectations

Honours history students are required to complete one methodology course and HIS 2391 is one of four methods courses offered in the Department of History. This course requires a lot of reading and a lot of writing. It also requires students to be comfortable with digital resources and new technologies. Assignments have been designed to consider student interests and it is hoped that there may be an opportunity to consider some innovative or non-traditional work that may include social media, YouTube or yet explored evaluation tools. We will examine digital history and get comfortable with the resources and conversations that are taking place among historians. Increasingly, history jobs, projects and publications relay on a knowledge and understanding of digital tools and resources.

Blackboard will be an important tool and resource for students. News articles, radio reports and digital resources will be regularly uploaded as part of class discussions and as tools for assignments. Please check for announcements and updates regularly. Communicating interests, challenges, and successes is also an important part of this class. We will discuss strategies to keep communication lines flowing between students and the professor.

As the professor of this course, I have a profound love of history and passion for methodology and learning new material. I will work to make this course interactive and provide you with the tools you need to be successful with the course material. I hope that you will follow your interests and learn something that stays with you beyond this class.   I also hope that you will sharpen your critical evaluation skills that are one the most important transferable skills to have along with strong writing and communication skills.

Learning Objectives:
1. **To understand that the discipline of history has a history, bound by time and place.**
2. **To evaluate a diversity of historical texts and primary sources and place them in their historical context.**
3. **To learn about a diversity of historians, their work and their methods.**
4. **To evaluate digital tools and resources.**
5. **To be able to identify relevant course material and resources and integrate them into your project work, applying history methods and theories.**

HIS 2391A: Learning Outcomes

A key component to evaluating learning will be to provide timely feedback for all of your assignments. Students will be expected to submit assignments electronically and feedback will be provided electronically as well. Grading rubrics will also be available via Blackboard in addition to being contained in the syllabus.

General Learning Outcomes	Teaching and Learning Activities
1. Historical Knowledge: Students will identify changes to historical inquiry; define historical theories and engage in thoughtful debate on the use of history.	Course lectures, supplemented by course textbook. In-class discussions and debates. Final Exam will be a summative evaluation and students will reflect on the major themes presented by Dr Woolf.
2. Applying historical thinking: Building on your knowledge of how history is studied and practiced, students will identify historical theories and apply a theoretical framework to their research project.	Text summaries and analysis. In-class examples of how historians study history, evaluation of theoretical frameworks and models.
3. Evaluating historical sources: Students continue to evaluate primary documents, the 'raw materials' of history, as evidence to support historical analysis. Students will consider how historical sources are preserved and how historians use them, and will think about the value, limitations and possible bias of these sources.	Digital history assignment; final research project. Presentation about using library resources; in-class discussions about history in the news and considering how government and professional organizations use history. Final research project.
4. Generating history: communicate the results of organizing, analyzing and evaluating primary and secondary sources using an agreed upon medium.	Final research project. Integrating digital resources into coursework. Exploring new media.

HIS 2391: Lecture and Coursework Schedule

Date	Topic	Notes
Jan 7	**Introduction, syllabus**	**Student information**
Jan 10	**What is history, historiography? What do historians do?**	**CSL Presentation**
Jan 14	**Uses of History/History in the News**	**Social Media, Radio, Other Media**
Jan 17	**Foundations**	**Woolf, Chapter 1** (2) Thucydides, page 37
Jan 21	**Raw materials – primary sources**	**Workshop - Blackboard**
Jan 24	**History during the First Millennium**	**Woolf, Chapter 2** (5) Bede's *Ecclesiastical History*, 88 (6) Isidore of Seville on history, 90
Jan 28	**Centre for History and New Media**	**Workshop - Blackboard**
Jan 31	**An Age of Global Violence c. 1000 to 1450**	**Woolf, Chapter 3** (11) Norse historical writing: Snorris Sturluson's *Heimskringla* **Assignment # 1 Website Analysis due – end of day**
Feb 4	**History in the early modern Empires**	**Woolf, Chapter 4** (16) Bossuet on the uses of …, 194 (18) A Mughal princess writes history: …, 218 (19) Mustafa Na'îmå on how …, 226
Feb 7	**Cheese and the Worms – Part 1**	**50 % of book discussed**
Feb 11	**Cheese and the Worms – Part 2**	**50 % of book discussed**
Feb 14	**Transatlantic Histories**	**Book Analysis due, end of day** **Woolf, Chapter 5**
	February 17 to February 21 – Reading Week	
Feb 25	**Trans-Atlantic Sources**	**Project Outline – due end of day**
Feb 28	**Progress and History in the … Enlightenments**	**Woolf, Chapter 6**
Mar 4	**Primary source analysis**	**Workshop - Blackboard**
Mar 7	**The Broken Mirror**	**Text Analysis 1** **Woolf, Chapter 7**
Mar 11	**Historians/Professionalization of history**	**Workshop - Blackboard**
Mar 14	**Clio's Empire**	**Text Analysis 2** **Chapter 8**
Mar 18	**History and Theory 1**	**Workshop - Blackboard**
Mar 21	**History and Theory 2**	**Text Analysis 3**
Mar 25	**History and Theory 3**	**Workshop - Blackboard**
Mar 28	**Babel's Tower**	**Assignment – questions?** **Chapter 9**
April 1	**Professional Organizations**	**Workshop – Blackboard**
April 4	**Epilogue – Conclusions – Exam Review**	**Research Papers Due**
April 17	**CSL Reflections Due**	

Writing in HIS 2391: Assignment Expectations

Students will demonstrate their ability to write clearly, paying attention to grammar and style and provide evidence that demonstrates an understanding of the material covered for all assignments. Writing well requires a lot of work and practice. In your written work, please follow the *Chicago Manual of Style's* (CMS) suggested format for citation in the humanities (footnotes, not in-text citations). The Department of History also has updated its research guide for students and you are strongly encouraged to use this document as a resource for your work. This guide provides examples of how to cite and footnote using the CMS.

Citing both primary and secondary sources is critical to historians as it provides other academics with recognition for their work and it demonstrates the work you have completed for the assignment. Proper citation is especially important when using primary sources as it provides other researchers with evidence of your research and enables them to follow your work. Carefully read and consult course material before submitting your work*. The annexes include a detailed outline providing information on evaluation and grading.* Requirements have been carefully considered and following guidelines will help you to be successful with your course work.

Intellectual honesty. If you have questions about what constitutes plagiarism and how to avoid it, do not hesitate to ask. Academic fraud is an act committed by a student to distort the marking of assignments, tests, examinations, and other forms of academic evaluation. Academic fraud is neither accepted nor tolerated by the University. Anyone found guilty of academic fraud is liable to severe academic sanctions. Cheating, submitting a paper that you have not authored, or submitting the same assignment for two courses are all examples of academic fraud and will not be tolerated.

University Resources

The Mentoring Centre is located in room 125B, Simard Building. Student-mentors will be able to share with you their university experience (community life, rules and regulations, learning strategies, etc.). The Student Academic Success Service provides many services designed to support your university experience; see http://web.sass.uottawa.ca. The Access Service is also part of SASS and can help students with physical or learning challenges.

Late Assignments

Avoid late penalties by communicating any challenges you are facing with regard to work, home or family. I cannot accept late papers after the fact without penalties. If you hand in your assignment late, please do not expect to have it returned with the other assignments. There is a late penalty of 5 % for the first day, with an additional 2 % applied for each business day following. All assignments must be submitted as directed using Blackboard or in person. **All assignments must be handed in by the exam or they will not be accepted and you will be given a grade of Incomplete (INC)**

Evaluation of Learning

Assignment # 1: Digital History
Due January 31, 2014, via Blackboard at the end of day
1000 words, 10 %

Given the importance of the Internet as a source of information, you will write a short essay of no more than 1000 words describing the content of at least one digital web site (database) with primary sources. Does the website provide contextual resources? Are there guides to use the website and tutorials for students.

As a point of departure, students should consider the following questions from the outset and see the detailed grading rubric for all components of this assignment: What kinds of primary sources are available? What is the geographical reach? What is the temporal research? What topics can be informed by this material? Are there technological issues? Are there transcription issues? Is it an open access research site? Who is the intended audience? *Depending on the topic you will be selecting for your research paper, you may select two sites that will be relevant to your research.*

To get started, students may examine the databases available using the university's library. Additional links and resources will be available on Blackboard. You may suggest additional websites for considerations. You will clearly establish the criteria that you used in your analysis and explain why these web sites are credible sources of information for history students. Students are expected to read the following chapter, "Exploring the History Web" from Daniel J. Cohen and Roy Rosensweig Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web.

Sample Databases and Digital Resources

The Proceedings of the Old Bailey, 1674-1913: A fully searchable edition of the largest body of texts detailing the lives of non-elite people ever published, containing 197,745 criminal trials held at London's central criminal court.
The Trans-Atlantic Slave Trade Database has information on more than 35,000 slave voyages that forcibly embarked over 12 million Africans for transport to the Americas between the sixteenth and nineteenth centuries. It offers researchers, students and the general public a chance to rediscover the reality of one of the largest forced movements of peoples in world history. **http://www.slavevoyages.org/tast/index.faces**

> **The Valley of the Shadow**
> **HathiTrust Digital Library**
> **http://chroniclingamerica.loc.gov**
> **Great Unsolved Mysteries in Canadian History**
> **History Matters: Making Sense of Documents and Scholars in Action**
> **Roy Rosenzweig Centre for History and New Media**

Assignment # 2: *The Cheese and the Worms*
Due February 14, 2014, due via Blackboard at the end of day
1000 words, 10 %

Students are expected to write one short paper of 1000-words based on an analysis of the book, *The Cheese and the Worms* as a micro-historical study. You are expected to thoroughly read this book, including the footnotes. Your essay should analyse the book in terms of Carlo Ginzburg's use of historical sources and concepts. Specifically, how does Ginzburg use Mikhail Bakhtin's term "circularity" to reveal the relationship between the culture of the dominant classes and that of the subordinate classes? [page xii]

By drawing on specific examples in *The Cheese and the Worms*, describe and evaluate how Ginzburg uses historical evidence to conclude that Menocchio's "cosmos" illustrates the complex connections between individual beliefs and those of dominant cultures. Section 62 is dedicated to a discussion of this theory. Please ensure that you include a **title page**, that you **paginate** your document and **footnote** appropriately. Please include your word count for this assignment at the end of your text.

Assignment # 3: Research Project
Option 1
Project Outline: Due February 25, 2014 end of day – Black Board (5 % of grade)
Due April 5, 2014 (30 % of grade)
3000 words or equivalent alternative assignment: audio, video, electronic resource

Research Outline:
For this assignment, you are encouraged to build upon assignment # 1 and workshop contributions and discussions throughout the term. Your final project topic must be approved and feedback will be provided to you via Blackboard.   A project outlines describing the context of the work you will be undertaking must be submitted **no later** than February 25th, 2014. Your project outline should include four components:

1. Describe the context of your project – who, what, where, and when. How you will approach it and why it is important to you.
2. An annotated bibliography of secondary sources that describes the framework of analysis used by authors and their primary sources.
3. Please provide a description of primary sources available for your topic.
4. Provide your working thesis statement.

Students are also welcome to submit their outlines earlier if that works for your course schedule. You are also encouraged to meet with me to discuss your ideas and to get feedback on the direction of your work.

Topic Ideas: We will spend time formulating and discussing topics in workshops. You may consider expanding your analysis of a website or collection of primary sources and undertake a larger historical research topic:

Gender and crime (Old Bailey): The Proceedings of the Old Bailey, 1674-1913
The Slave trade: http://www.slavevoyages.org/tast/index.faces
A Great Unsolved Mystery in Canadian History: http://canadianmysteries.ca/en/index.php
Using Newspapers – Library of Congress: http://chroniclingamerica.loc.gov
Historiographical study of a historian, theory or method
A study of how historians have used a specific primary source over time.

You may also propose an alternative project that is generated in an alternative media like *Storify, Twitter, YouTube, Wordpress,* a digital program like python or ruby or one not considered in this syllabus. Students may also propose to undertake a history of a theory, movement, historian or organization that is more detailed and robust than assignment # 1.

For those not interested in a digital history topic, you may get started by using the section of the course textbook, "Further Reading" from pages 515 to 552. You will find a bibliography of key monographs, articles and historians from a global perspective.

Students may also explore the history of specific organizations and related journals:

History and Theory: Journals	Professional Organizations
History Workshop	Canadian Historical Association
Left History	Active History (Canada or the UK)
History and Theory	American Historical Association
Women's History	National Council of Public History
Gender History	Berkshire Conference
Journal of American History	Royal Historical Society (UK)
Labour/Le Travail	Organization of American Historians
Annales. Histoire, Sciences sociales	Oral History Association
Journal of Social History	Institut d'histoire de l'Amérique française (IHAF)

A detailed grading outlined in located at the end of this syllabus. It is important for all paper topics to consider a specific historical theory or method while undertaking the analysis of primary sources and while considering the context of time and place. Establishing the context of your topic is your point of departure. What are you studying, where, when, who and why or how? ***Please note: students who submit papers that have not been approved or that have substantially changed from the approved outline submitted in February will not be accepted without approval in advance of the final paper. New topics or new formats will be returned to students and an INC will be assigned to the work.***

Option 2: Community Service Learning
Outline of work and connection to the practice of history, February 25th, end of day via Blackboard 500 words (5%)
Reflection and Report Deadline: April 16, 2014
30 % of the final grade

This assignment provides students with an opportunity to bring your interest and expertise in history to the community by working with the 'vulnerable' sector and with organizations that work in the public history field through Community Service Learning. This program links HIS 2391 with community based volunteer postings. Depending on the posting, you will be required to perform a maximum of 30 hours of volunteer work and, on the basis of that experience, produce a written reflection and report to be submitted along with any other relevant material related to your volunteer position.

The written reflection should be at least 1000 words in length. You must have a title page and bibliography. If you presented your work in a power point, you must submit your notes and presentation electronically by uploading to Blackboard. You must describe the work you undertook, describe the primary or secondary sources you worked with, provide insight into how it related to history and theory and assess the learning you gained from this experience. Time spent on a Service Learning assignment can be applied to the University of Ottawa's co-Curricular Record, which is an official attestation of verified volunteer activities undertaken both on and off the university campus. Details about this document can be found on the Experiential Learning website.

Only 5 - 8 students will be permitted to select this option and you may select an experience that requires teams of two or more volunteers. Students must register with the Community Service Learning Program on their website via your Info web account. Once you have selected an assignment linked with HIS 2391, you will be sent all pertinent contact information within a week.

Sample Opportunities from past CSL experiences.

Community Partner: Nepean Museum
Placement Title: Collections Research Assistant
Description:
Working with the Collection, the student will research artefacts in order to create information labels for future exhibition use. Student will be trained and supervised by our Collections Manager.
This placement will allow the museum to provide the public with more information on artefacts for use in future exhibitions; therefore the history of Nepean will be more accessible to those interested.

Community Partner: The Media Club of Ottawa
Placement Description:
Originally known as the "Canadian Women's Press Club", the Media Club of Ottawa was formed in 1904 on the Canadian Pacific Railway train taken by 16 female journalists who covered the St. Louis World Fair for their newspaper or magazine. During the years 2011 and 2012, over twenty University of Ottawa volunteers worked with the Media Club of Ottawa to preserve the stories of women trail blazers in Canada's media industry, including current and past Media Club members from various backgrounds; social activists, politicians, feminists, authors, journalists, jurists and more.

Text Extracts: Summaries, Context and Analyses
3 X 5 = 15 %

Students will be provided a list of selected texts from the course textbook by Daniel Woolf. Each analysis will be no more than 500 words. Answers should be written in full sentences and in paragraph form. Students will select two texts to compare and contrast. Please also use *Chicago Manual of Style* for your footnotes. Point form or bullets will not be accepted. Students will need to include at least the following information:

- ✓ A brief description of the extracts and if possible the original texts and formats.
- ✓ What expertise is needed to read the original texts?
- ✓ The significance and relevance of the texts from your perspective;
- ✓ Their relevance and significance to understanding history and theory;
- ✓ How accessible are they to the public – Digitized? Translated? Published?
- ✓ When were they recorded and who recorded or preserved them?
- ✓ Why were they recorded?
- ✓ Where are they preserved and housed?
- ✓ What is important about these extract? What about the complete texts?
- ✓ Have there been questions about authenticity or reliability?
- ✓ What else is known about the authors? You may provide a description or summary of their contribution to knowledge? (Philosophy? Religion? Politics)

Date	Assignment #	Extract Choices, text page #
March 7	*Text # 1 Due*	(21) A Spanish missionary on Mesoamerican indigenous histories, 262 (23) Mercy Otis Warren on history, 275 (25) Voltaire on the necessity of doubt, 305 (27) Herder on the succession of cultures, 338
March 14	*Text # 2 Due*	(29) Ranke on Guicciardini's *History of Italy,* 369 (30) History as a sentimental observer: Carlyle on the struggles of the Girondins and Montagnards, 379 (31) Positivism and history: Buckle on historiography, 380 (32) Nietzsche on the characteristics of the historians, 393
March 21	*Text # 3 Due*	(35) The boundaries of history and fiction: José Milla (1822-82), 409 (40) Early historical writing in Ethiopia, 442 (44) The education of a Marxist historian: Halvdan Koht, 484 (45) An early postcolonial critic of history: Eric Williams on British historians and imperialism, 498

Workshops
5 x 1 = 5%
Submitted via Blackboard, due at the end of day
There are seven (7) planned workshops throughout the term. Attendance will be taken and students will be required submit work related to five of the seven workshops. This work may include locating a digital story, resource or article related to the workshop topic.

Workshop Dates: January 21
                   January 28
                   March 4
                   March 11
                   March 18
                   March 25
                   April 1

Final Exam – Exam Period
25 %
Recalling and Applying historical knowledge and theories

As it stands at the outset of this course, the format for the final exam will be a take home exam with two long answer questions based on the course content, including material covered in class and the text book. Students will be required to recall and apply what they have learned. You will be asked to at least 2500 words and no more than 3000 words for the final two questions. You will be provided 4 questions and answer two questions. There will be two sections, one that covers the history of history and theory and a second that required you to apply your understanding of historical inquiry to a contemporary topic that has deep historical roots in history. This section will reflect your interests, knowledge and project work throughout the term.

Course Evaluations – Feedback – Communication

Throughout the term, an interactive inter-face will be used to pose questions, gather feedback on the course and its content and to use that information to feed into what we learn. A formal evaluation will also take place during the last two weeks of term. I look forward to your ongoing feedback.

Annex 1: Grading Outline
Assignment 1 –Digital History

Evaluating Digital History

Grading and Weighting: Sample guide of ranges

Criterion/Expectations	Exceeds	Meets	Needs Improvements	Did not Meet
Introduction, Thesis Statement, Structure and Outline (15 %)	>12	10-11	<10	=<9
Content: Research and Analysis (60 %)	>48	42 -49	40-45	=<39
Conclusion, Style and Mechanics (25 %)	>20	18-19	12-17	=<11
Total	80 – 100	70 – 79	60 - 69	=<59

Secondary Sources for your Assignment:

http://chnm.gmu.edu/essays-on-history-new-media/essays/

Please see this website and journal website reviews for additional information on how to review a website. Using and citing articles from this website is mandatory.

Given the importance of the Internet as a source of information, you will write a short essay of no more than 1000 words describing the content of at least one digital web site (database) with primary sources. Does the website provide contextual resources? Are there guides to use the website and tutorials for students.

Depending on the topic you will be selecting for your research project, you may select two sites that will be relevant to your research.

To get started, students may examine the databases available using the university's library. Additional links and resources will be available on Blackboard. You may suggest additional websites for considerations. You will clearly establish the criteria that you used in your analysis and explain why these web sites are credible sources of information for history students. Students are also encouraged to read the following chapter, "Exploring the History Web" from Daniel J. Cohen and Roy Rosensweig Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web.

Sample Databases and Digital Resources

The Proceedings of the Old Bailey, 1674-1913: A fully searchable edition of the largest body of texts detailing the lives of non-elite people ever published, containing 197,745 criminal trials held at London's central criminal court.

The Trans-Atlantic Slave Trade Database has information on more than 35,000 slave voyages that forcibly embarked over 12 million Africans for transport to the Americas between the sixteenth and nineteenth centuries. It offers researchers, students and the general public a chance to rediscover the reality of one of the largest forced movements of peoples in world history.

> **The Valley of the Shadow**
> **HathiTrust Digital Library**
> **http://chroniclingamerica.loc.gov**
> **Great Unsolved Mysteries in Canadian History**
> **History Matters: Making Sense of Documents and Scholars in Action**
> **Roy Rosenzweig Centre for History and New Media**

General elements to consider and evaluate for this assignment:
- Who produced the site? Collaboration? Academics? Anonymous? Government Department? Antiquarian?
- Who supported the website (foundation/government/university?)
- Is the website regularly updated or is it archived/fixed to a singular launch? Is the website organic, that is always improving and adding content?
- What secondary sources were used for the website? Is it difficult to determine?
- Is it an open access research site? (University subscription required?)
- Who is the intended audience? (researchers, students (level?), teachers)

When evaluating the content and context, please consider:

- What kinds of primary sources are available?
- Volume and breadth of primary sources: hundreds of pages, thousands of pages, million? Images? Computer language – terabyte vs. zettabyte
- What is the geographical reach of the website information? (Atlantic/European, etc).
- What is the temporal research? (18th century? 20th century?)
- What topics can be informed by this material?
- Complex website content or simple summary that is more like a textbook or journal article?
- Are there interactive elements of the website?
- Are there resource guides? Teaching tools? Information about evaluating primary sources?
- Is there social media like Twitter, Facebook or Pinterest associated with the website?

Technological consideration:
- How useful is the site map or index?
- Is there an internal search engine? How easy is it to use?
- Are there any reliability issues raised because of technology?
- What programs does the website support? (.pdf, html)

- How easy is it is to capture information from the website? i.e. download documents? (speed issues?);
- Are there transcription issues?
- Is there a tutorial on how to use the website?
- Are there YouTube videos about the website?

Depending on the topic you will be selecting for your research paper, you may select two sites that will be relevant to your research.

To get started, students may examine the databases available using the university's library. Additional links and resources will be available on Blackboard. You may suggest additional websites for considerations. You will clearly establish the criteria that you used in your analysis and explain why these web sites are credible sources of information for history students. Students are also encouraged to read the following chapter, "Exploring the History Web" from Daniel J. Cohen and Roy Rosensweig Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web.

Grading Requirements: Should not be longer than 1000 words

1. **Introduction, thesis statement, outline and structure (15%):** Ensure that you have fully described the website and provide a statement of its value to your research project or to a specific aspect of Atlantic Canadian history for its targeted audience. Your assignment should follow an organization and structure that evaluates the content, form, and usability.

2. **Content and Analysis (60%):** Clearly demonstrate that you have reviewed and evaluated the content of the website. Include comparative analyses and supplemented your review by including secondary research from essay on history and new media from the CHNM website. Be as specific and descriptive as possible.

   NOT: There are a lot of documents and maps about early explorers to the new world.

   INSTEAD: The website is organized by primary source type with an archives section. There are eight different primary source types. The most significant collection includes more than seventy-five journal entries from early explorers like Columbus, Cabot, Champlain and Hudson. There were only twelve maps for the entire site. All maps focus on early depictions of coastal North America between 1550 and 1625.

3. **Mechanics (25%):** Ensure you have a clear title and title page. Paginate your assignment and include footnote citations. You should have a bibliography that includes all of the resources you consulted and cited. The cited ones should also appear in your footnotes. Use of the *Chicago Manual of Style* is mandatory. Check the departmental writing guide or on-line guides for more information or check with me. Include your word count, not including footnotes and bibliography.

Annex 2: Grading Outline
Assignment # 2: *The Cheese and the Worms*

Grading Requirements: Should not be longer than 1000 words

1. **Introduction, thesis statement, outline and structure (15%):** Ensure that you have fully described the context of this monograph, the author and the study of microhistory at the outset.   Your assignment should follow an organization and structure that evaluates the content, form, and usability.

2. **Content and Analysis (70%):** Clearly demonstrate that you have read the monograph and Ginzburg's footnotes and notes from the translators. Demonstrate that you understand circularity as a concept and the ideas of dominant cultures. Provide evidence and examples from the monograph. Students are encouraged to look at book reviews and other views of this contribution to the study of history.

3. **Mechanics (15%):** Ensure you have a clear title and title page. Paginate your assignment and include footnote citations. You should have a bibliography that includes all of the resources you consulted and cited. The cited ones should also appear in your footnotes. Use of the *Chicago Manual of Style* is mandatory. Check the departmental writing guide or on-line guides for more information or check with me. Include your word count, not including footnotes and bibliography. Ensure you know how to paginate and automate footnotes. Embedded footnotes are not accepted as you are working to develop good habits in history.

HIS2391: History and Theory
Final Research paper
April 5, 2014 (via Blackboard, end of day)
3000 words or equivalent alternative assignment: audio, video, electronic resource

Grading Rubric

Criterion/Expectations	Exceeds	Meets	Needs Improvements	Did not Meet
Introduction, Thesis Statement, Structure and Outline (15 %)	>12	11	9-11	<=8
Content: Research and Analysis (70 %)	>55	49-54	42-49	<=41
Conclusion, Style and Mechanics (15 %)	>13	10	9	<=8
Total	80 - 100	70 – 79	60-69	=<59

Introduction, Thesis Statement and Structure and Outline: 15 % of final paper

The introduction to your research paper must include a clear presentation of the historical context of your topic. A well-written introduction requires answers to the following questions:

- ✓ Who? This may include a group, organization or an individual.
- ✓ Where? What is the geographic location? Does it have defined boundaries?
- ✓ When? Is there a specific day, year, decade or longer period key to your research?
- ✓ What? What aspect of the research topic are you writing about?
- ✓   Why? This question is key to your thesis statement.

You must provide the reader with an explicit statement of your argument and the evidence you will use to support your thesis statement. A minimum of three supporting arguments must be presented in a logical progression. For this course, you need to establish the context of your research and argument in the first paragraph and to complete the introduction with an easily identifiable thesis statement. You should have a title for your assignment that relates to your thesis statement and informs the reader of the time and place of your topic.

Clear and Unclear Thesis Statements[1]

Many sources on writing will help you to further understand the elements of a clear thesis statement. We will be exploring examples in class. Several characteristics have been identified.

A thesis statement:
- ✓ Is not a fact, but is an assertion about facts
- ✓ Takes some sort of stand
- ✓ Justifies and invites discussion
- ✓ Expresses one main idea
- ✓ Is specific

Key Points to Remember:
- ✓ A thesis is never a question.
- ✓ A thesis is never a list.
- ✓ A thesis should never be vague, combative or confrontational.
- ✓ An effective thesis has a definable, arguable claim.
- ✓ A thesis should be as clear and specific as possible.

Well-considered and Poorly considered Paper Titles: You should have a title for your assignment that relates to your thesis statement and informs the reader of the time and place of your topic.

Poor/Unacceptable titles:
"Assignment 1/Assignment 2"
"Research Paper"
"Women in Colonial America"
"Slavery in Colonial America"

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[1] For examples of this discussion, see: http://www.uhv.edu/ac/research/write/pdf/developingthesis.pdf, accessed, July 12, 2012;

Structure and Outline

The outline of your paper and overall structure are important to ensure that your evidence and analysis follows a coherent narrative. The structure may depend on a number of factors including the approach you are taking. Consider a thematic approach, using chronological approach to present your evidence or your structure may be determined by primary sources.

Content: Research and Analysis 70 %

As a methodology course, your research and analysis is the most important component of this evaluation. You must demonstrate your knowledge of the topic and that you have completed research required to support your thesis statement. **For this assignment, you need at least 8 to 12 academic sources (journal articles and monographs). You must also use primary sources that are appropriate to the topic you are studying. Your primary sources may be summarized in statistical tables or they may analysed in depth given their complexity. In a few cases, secondary sources may be treated as primary sources when studying the historiography of a topic.** Ensure you have a theoretical framework to explore your topic as well. **Your paper must be <u>at least</u> 3000 words, excluding your footnotes and your bibliography.**

Your supporting arguments should be sufficiently supported by relevant data, direct quotations and evidence from primary documents and appropriate academic secondary sources.

Parameters and context of your research: details, description and information from multiple sources can be collected to provide the reader with complete sentences that provide important context for your papers. Your research assignments are all more about specific events, people or places.

Primary documents and critical evaluation: ensure that you provide specific examples that relate to your topic and avoid general comments like, "A picture says a thousand words," or "All diaries, letters, newspapers or documents have bias." Take your analysis to a more complex level. Be explicit about the biases that exist in each source. Critical evaluation will become part of your reading of both primary and secondary sources routinely without referring to a checklist like the ones provided below. Listing newspapers, diaries or letters is not enough information. In some instances, there are very few individuals who left letters or the letters were written before or after the key event. Maps and drawings can supplement your analysis, but should always be part of the evaluation criteria. Remember that footnotes are important to understanding the research that has been completed and should be read as well as the main text of the article or monograph.

- ✓ Evaluate the quality of your historical document: authenticity, scope, and its suitability to your research agenda
- ✓ Is provenance identified? Why does this matter? (Provenance is about the sources origins or what we may know about it - where is it preserved, who wrote it, created it, collected it, etc.)
- ✓ How do you know your document is authentic? i.e. what it claims to be?
- ✓ Is the information from the document complete? Are they illegible?
- ✓ How could an incomplete document or an incomplete series of documents influence your research findings?

✓ Any single document does not provide us with enough evidence to make reasonable conclusions about the past. What other documents on the same subject, time period or about the same person, issue or event should you read to get a better understanding?

Assess the kind of information the document contains:
✓ Who created the document,
✓ When was the document created?
✓ Why was it created?
✓ How does it answer your historical question well? Poorly?
✓ How does information about the creator affect your assessment?
✓ How does information about why it was created affect your assessment?

Evaluating Significance:
✓ Is the subject of your document relevant to the subject you are studying?
✓ What makes this document particularly suitable to the research you are studying?
✓ Does the kind of information provided by your document answer the questions you are asking?
✓ Does the information contained in this document support or contradict the findings of other historians? How?

Your analysis must consider the historical context of your research and the topic. What do we know and what don't we know? What information is missing? Why is it missing? How central is the missing information to the historical topic? Does it matter that you are using only one kind of historical source? How are different sources used to study the past? What do we know about the author of the document and its intended audience? Who preserved it and why? Are there groups whose voices cannot be easily recorded? What sources can we use to include them?

Has the way your topic been studied changed over time? Is this change related to new sources or new ways of interpreting the past? **Avoid cut and paste history by introducing your direct quotations and by paraphrasing common knowledge and information.** For example, cite the author's who has completed the research or name the document you or the author has cited. Demonstrate that you have read the footnotes from the secondary academic sources you are using.

Conclusion, Style and Mechanics: 15 %

Your conclusion should pull together your contextual arguments and key elements from the evaluation of the sources and methods to provide the reader with your 'closing' arguments. Remember to clearly restate your thesis. For this course, do not add new information in your conclusion or end with a quotation not cited in your document. For some audiences, this may be appropriate.

Your style will be checked for grammar, spelling and eloquence. Be sure to use topic sentences and that paragraphs are neither too long nor too short. Direct quotations should not be used as topic sentences. Have you used clear language to express your ideas?   Avoid using 'I' as it should be evident that this is your view and your work. Avoid starting sentences with 'and' or 'because'. Avoid parenthetical statements or excessively hyphenated phrases, as this style is more appropriate to indicate a conversation.

Colloquial phrases and slang are not acceptable use of language in formal research papers. 'Rule of thumb', 'bang for your buck', etc. If you are using a word or description that is appropriate to your

research period, use single quotation marks: 'Savage' for example. Double quotation marks are used to indicate a direct quotation that is not indented. Proof read your assignment. Reading out loud helps identify errors that spell check misses.

Ensure that you have numbered your pages, stapled them together and that you have included a bibliography and title page. As well, direct quotations should be properly formatted and footnotes should be used for this assignment. **Embedded footnotes are not acceptable in this course. (McCutcheon, 2012)**

You **must** use *Chicago Manual of Style*, meaning you will note author, title, journal/publisher, city, year, page(s). You will do the same for primary documents and Internet sources and websites. The reader should be able to follow your research and go to the original document or source as may be needed.

Decoding Letter Grades and Percentages

A+ = 90 – 100: You have clearly read the research paper guidelines and understood the requirements for writing a historical research paper. While there may be a few suggestions regarding the assignment, the feedback is overwhelmingly positive. Your level of research and analysis exceeds expectations for an undergraduate course and shows unequivocally an ability to succeed at the master's level.

A = 85 – 89: You have clearly read the research paper guidelines and understood the requirements for writing a historical research paper. There may be a few suggestions regarding the assignment and one area that may need to be addressed specifically, the feedback is overwhelmingly positive. You have demonstrated an ability to undertake research required at the graduate level.

A- = 80 – 84: You have clearly read the research paper guidelines and understood the requirements for writing a historical research paper. Another draft would significantly improve your paper. There may a few suggestions regarding the assignment and at least two key components that need to be addressed specifically. The feedback is positive with constructive suggestions to build on in future work. You have demonstrated that you may be complete historical research required at the graduate level.

B+ = 75 – 79: Your work demonstrates that you understand the framework of writing an analytical research paper. Another draft or two and more analysis would significantly improve your paper. Each evaluated component needs more work. The feedback is constructive and outlines key steps to improve your work. A B+ is a solid grade in an undergraduate course but at least an A- is required for graduate school applications.

B = 70 – 74: Your work demonstrates that you understand the framework of writing an analytical research paper. Significant revisions and more analysis are required to improve your paper. Each evaluated component needs more work. The feedback is constructive and outlines key steps to improve your work. In particular, there may be an area of significant weakness. While B is a good grade in an undergraduate course but at least an A- is required for graduate school applications.

C+ = 65 – 69: You did not demonstrate that you understood the basic requirements for the research paper. Your bibliography, if included, is weak, lacks the minimum number of sources and key elements were weakly presented. You may need to focus on improving your writing specifically, framing your research question and defining a thesis statement, undertaking Internet research or analyzing primary

documents. You are meeting the meeting the requirements of the undergraduate level but with some difficulty.

Below C+ and above F= Your completed research paper does not provide evidence that you understood the basic requirements for the assignment. Your bibliography, if included, is poor, lacks the minimum number of sources and key elements were weakly presented. There are significant problems with your assignment. You may need to focus on improving your writing specifically, framing your research question and defining a thesis statement, and analyzing primary documents. You are not meeting the meeting the requirements of the honours programme. You did not adequately apply feedback provided on your research outline.

Below 50: Your assignment failed to demonstrate that you read and understood the guidelines for the research paper. You are not meeting undergraduate requirements.