

Carleton University
 Department of History
 2007-2008
 HIST 5001

HIST 5001T: Historical Practice

Lectures: Tuesdays from 11:35 to 14:25 in the History Lounge, Paterson Hall 433

Instructor: Dominique Marshall
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 Website: <http://www.carleton.ca/~domarsha/>
 Office Hours: Tuesdays, from 10:00 to 11:15
 or by appointment

1. Purpose of the Course

“I should like professional historians and, above all, the younger ones to reflect upon these hesitations, these incessant soul-searchings, of our craft. It will be the surest way they can prepare themselves, by a deliberate choice, to direct their efforts reasonably. I should desire above all to see ever-increasing numbers of them arrive at that broadened and deepened history which some of us – more every day – have begun to conceive.”

Marc Bloch, *The Historian's Craft*, Manchester: Manchester University Press, 1954, p. 18.
 Translated by Joseph R. Strayer, First published in 1941.

This course is partly a service course designed to provide all graduate students at the MA level with some practical skills and instruments that will help them to work autonomously, and that are of service to the professional historian. This type of instruction will be offered during the Fall term, and students will be introduced to people of various services and institutions available to help them.

In the Fall, the seminar will also help students to become familiar with the preparatory stages of the conception and organization of a thesis or a research essay. It will help them to choose a feasible topic and the right supervisor. By the end of the term, students will have completed their formal thesis or research essay proposal and cleared them with their supervisor for submission to the Department's Graduate Committee.

In the Winter term, the course will include an emphasis on theory. It will serve as a way to bring the newcomers who have little undergraduate training in theory to the level of their peers. It will help students to learn to work with theories to interpret primary documents, through a series of practical workshops in the analysis of documents. The seminar will also address questions of theory such as schools of history, authors, concepts, types of narratives, themes and problems, in order to help students precise their own approaches. A scheduled and guided reading of the textbook by Simon Gunn, *History and Cultural Theory* will provide a common vocabulary and a structure to the students' knowledge and reflection. In a series of workshops on approaches, students will be initiated to a selection of concepts, theories and theorists, in order to facilitate the use of theory in their own work. To follow the interests of students, the themes of these workshops will be chosen later, after the proposals are finished.

The course will also provide the opportunity to incoming students to meet the members of the History Faculty of the broader department. They will come to discuss how they interpret documents in their own research and, to speak about their uses of theories. The schedule of their visits, together with the preparatory readings, will be announced later.

Becoming a Historian, Introduction, chapters 1 “What to Expect in a Graduate History Program” and 3, “Life as a Graduate Student”.

Stern, Peter. *Why Study history?* American Historical Association, 1998, <http://www.historians.org/pubs/Free/WhyStudyHistory.htm>

Carleton University, Department of History, *Guidelines for the Preparation of Thesis and Research Essay Proposals*, 2007. To be distributed in class.

Moore, Barrington. “Strategies in Social Sciences”, in his *Political Power and Social Theory*, Cambridge: Cambridge, Harvard University Press, 1958, 111-159.

-Health and Safety Responsibilities and rights for Graduate Students

Wed. Sept. 19 2:30 OGS Workshop #2, in Southam 402
Thur. Sept 20 12:30 OGS Workshop #3, in Azrieli Theatre 101

Sept. 25 3. Learning to teach and to be a teaching assistant

-Grading and feedback workshop, with Roxanne Ross, Writing Tutorial Services
-Discussion group workshop, with Margaret Cusson, Educational Development Centre
-Also with David Tough, Ph.D. student in History and experienced TA.

Readings :

Graduate Students’ Committee of the Canadian Historical Association, *Resource Guide for Teaching and Marking Assistants in History*, Ottawa, Second Edition, 2002.

Seip, Terry L. *"We shall gladly teach": preparing history graduate students for the classroom*. Washington, D.C.: American Historical Association, 1999.
Pages to be announced.

*Health and safety form due.

Fri. Sept. 28 1:00 SSHRC-Masters workshop, in Tory 208
2:30 Trudeau Fellowships workshop. In Tory 208 (following SSHRC)

Oct. 2 4. Finding Sources I: the Library

This lecture will take place in the basement of the library, Room 102, with Heather Matheson, History Librarian.

Readings: Bloch, Marc. *The Historian’s Craft*, Manchester: Manchester University Press, 1954, chapter II, “Historical Observation”, 48-78.

Thurs. Oct. 4 OGS applications due to the department

Oct. 9 5. Finding sources II: the Archives

This lecture will take place in a computerized laboratory, to be announced.

Readings : Blouin Jr., Francis X. and William G. Rosenberg . *Archives, documentation, and institutions of social memory: essays from the Sawyer Seminar*. Ann Arbor: University of Michigan Press, 2006.

-Joan M. Schwartz , “‘Records of simple truth and precision’: photography, archives, and the illusion of control”, 61-83.

-Terry Cook, “Creating a national information system in a federal environment: some thoughts on the Canadian Archival Information Network”, 169-181.

**Report on library research due*

Oct. 16 6. Thesis proposals I: brief oral presentations of topics

**Report archives research due*

Oct. 23 7. Intellectual work and physical wellbeing

Presentation by Leslie Bowlby, Athletics.

Readings: Levine, Donald L. *Powers of the Mind. The Reinvention of Liberal Learning in America*. Chicago and London: University of Chicago Press, 2006. Section on “Kinesthetic Powers”, 194-198.

Documents Session I

Oct. 30 8. CVs and covering letters in support of job and scholarship applications, rules of scholarly correspondence

With Tina Woods, Career Development and Co-operative Education.

Readings: Tina Wood’s handout, on web-ct.

Becoming a Historian, “Tips on Personal Statement and Letters of Recommendation”, 35-28; Chapter 7, “Sample of Covering Letters and CVs”, 115-137.

Documents Session II

Nov. 6 9. Historical careers outside the academy

Readings:

[Careers for History Majors](http://www.historians.org/pubs/Free/careers/Index.htm)—A mini guide from the American Historical Association. <http://www.historians.org/pubs/Free/careers/Index.htm>.

** Curriculum Vitae due*

Fri. Nov. 9 SSHRC Masters CGS applications due to the department

Nov. 13 10. Contract and research employment for historians

Documents Session III

**First version of thesis and research essay proposals due*

- Nov. 20** **11. Return on thesis and research essay proposals**
- Documents Session IV**
- Nov. 27** **12. Applying for conferences, presenting papers and preparing scholarly articles**
 -Students' experiences, with Valerie Minnett and Jennifer Anderson, senior graduate students.
 -how to do an effective Power Point presentation, with Carol Miles, Educational Development Centre
 Readings : *Becoming a Historian*, Chapters 5 and 6.
- Documents Session V**
- December 6 **Thesis proposals due, revised and approved by the supervisor. (No meeting)*
- Dec. 6-22** **Examination period.**
 There will be no examination scheduled during this time for this class
- Winter 2008**
- Jan. 8 **1. Introduction to the Winter term**
- Readings: Bloch, Marc. *The Historian's Craft*, Manchester: Manchester University Press, 1954, chapter IV, "Historical Analysis", 138-189.
 History and Cultural Theory, Preface, Chapter 1 "Historicising Theory"
- Jan. 15 **2. Approaches Sessions I**
- Reading: *History and Cultural Theory*, Chapter 2 "Narrative".
- Jan. 22 **3. Approaches Sessions II**
- Reading: *History and Cultural Theory*, Chapter 3, "Culture".
- * Document to be interpreted and to be approved by the instructor by this date*
- Jan. 29 **4. Approaches Sessions III**
- Reading: *History and Cultural Theory*, Chapter 4, "Power".
- * Report on the interpretation of a document due*
- Feb. 5 **5. Approaches Sessions IV**
 Return on the reports on the interpretation of a document.

Reading: *History and Cultural Theory*, Chapter 5, “Modernity”.

Feb. 12 **6. Approaches Sessions V**

Reading: *History and Cultural Theory*, Chapter 6, “Identity”.

* *Topic of the report on a question of theory to be approved by the instructor by this date*

Feb. 19 **Winter break, classes suspended.**

Feb. 26 **7. Approaches Sessions VI**

Reading: *History and Cultural Theory*, Chapter 7, “Post-colonialism”.

* *Report on a question of theory due*

March 4 **8. Approaches Sessions VII**

Return on the reports on a question of theory.

Reading: *History and Cultural Theory*, Chapter 8, “Theorizing History”.

March 11 **9. Presentations on work in progress on thesis and research essays I**

Schedule of presenters and commentators will be determined in January. There will be 4 to 5 students presenting each time.

March 18 **10. Presentations on work in progress on thesis and research essays II**

March 25 **11. Presentations on work in progress on thesis and research essays III**

April 1 **12. Presentations on work in progress on thesis and research essays IV**

April 8-9 **Review period**

April 11-29 **Examination period**

There will be no examination scheduled during this time for this class

4. Course Requirements

Conventions

All assignments should follow the “Student Essay Guide” of the history department, and follow the conventions listed on p. 8 to enter the titles of the work they use. They should also follow the instructions for first pages. It is available on the department web site at the following address: http://www.carleton.ca/history/essay_guidelines/gateway.htm A similar, but more detailed list of conventions for footnotes and bibliography is attached to the outline.

In addition to the paper copy required for all assignments, an electronic copy of all assignments should also be submitted via Web-CT. The instructions on how to do so will be given in class.

Please note that many students' services of Carleton offer help for the practical skills and instruments this course is teaching. Several of their staff members will visit the seminar over the academic year.

1. The Writing Tutorial Service (215 PA) offers advice on assignments: <http://www.carleton.ca/wts/>.
2. The Student Life Services (501 Unicentre) offers general advice on studies and academic life: http://admissions.carleton.ca/studentlife/student_services.html.
3. The Student Academic Success Centre (302 Tory) offers counseling for students: <http://www.carleton.ca/studentsupport/>.
4. The Learning Support Services, part of the Carleton University Learning Commons, located on the 4th floor of the MacOdrum Library, also offers workshops and advice: http://www.carleton.ca/sasc/lss_home/index.html

Attendance and participation (10% each term)

Attendance is compulsory, as is the work is done in class. For each term, the average of the workshop, sessions, seminar discussions marks will count for 10% of the year mark. Students should tell the instructor in advance when they will be absent, and provide a valid excuse.

The criteria for participation will be explained further in class, on September 18, in the session entitled "What makes a good discussion".

In addition to an assessment of the quality of students' interventions in discussions, the mark will include such assignments as:

1. Completion of the health and safety form about responsibilities and rights for Graduate Students, due on September 25.
2. Oral presentations of the topics of the thesis or research, October 16.
3. Writing of a curriculum vitae students might use in making an application for a job or in applying for a grant and the correction once the instructor has annotated it. Due on November 6. The corrected version will be placed in students' files, in the Graduate Office, for the department's reference.
4. Work in class on documents, during the sessions on documents.
5. Work in class on theories, during the sessions on approaches.
6. Assessment of another student's oral presentation, at the end of the Winter term.

Two written reports each term (10% each report)

Students will write four reports of 5 to 7 pages each on topics that will help them make sense of the seminars and prepare for their larger assignments. They will count for 10% of the final mark each. The requirements will be presented in more details in class.

They are:

1. Report on library research, due one week after the library workshop, October 9. For this report, students should make immediate use of the information imparted during the library session, by relating it to their topic and writing about the results, successful or not, of their use of the library tools. It will help the instructor to guide students further in the preparation of their proposals.
2. Report on preliminary archival research, due one week after the archives workshop, October 17. For this report, students should make immediate use of the information imparted during the

archives session, by relating it to their topic and writing about the results, successful or not, of their use of the archives tools. It will help the instructor to guide students further in the preparation of their proposals.

3. Report on the interpretation of a document, January 29. Students should have their document approved by the instructor by January 22.
4. Report on a questions of theory, February 26. This could be on a concept, a theory, an author, a method, or any subject approved by the instructor by February 12.

Draft of the proposal (20%)

A guide to preparation of proposals will be distributed in class on September 18, when the assignment will be introduced in more details. Students should develop their proposal in consultation with their supervisor.

On October 16, a session will be devoted to brief oral presentations of the topics of the thesis or research essays, and on the work accomplished so far towards the proposals. Students will explain briefly what central question they aim to explore, identify the historiographical contexts in which they might set their research. They should present the possible primary sources and analytical methods, and explain how they may help them accomplish their aims. They should report on meeting with their supervisor or potential supervisor and other members of the department, and on the suggestions they have made.

The draft of the proposal is due to the instructor on November 13, who will return them on November 20. The final copy, informed by the suggestions of the instructor, and approved by your supervisor for submission to the Graduate Committee, are due on December 6. (Proposals are to signed by the supervisor to designate his or her approval.) Students writing a thesis are to submit four paper copies, students writing a research essay three copies. They should also post an electronic copy on Web-CT.

Preliminary report on the research essay or thesis, oral presentation (20%)

Students will prepare a presentation of their work on their thesis or research proposal to this date. All presenters will be allocated 30 minutes, 15 for their presentation and 15 for discussion. There is no rigid template for the presentation, but it should be especially concerned with approaches (concepts, theories, methods) and example of a document and some elements of interpretations. Students should refer explicitly and systematically to the relevant passages of the textbook *History and Cultural Theory*. The technique of presentation should be informed by the session of November 27 on the presentation of papers. After each presentation, one assigned commentator will open the discussion. Each presenter should prepare a hand out with an outline of their presentation, a sample of their documents (when warranted).

Marking Scheme

<u>Fall term:</u>	Report on library research:	10
	Report on archives and documents research:	10
	First version of proposal:	20
	Attendance and participation in the workshops:	10
	<u>Total Fall:</u>	<u>50</u>
<u>Winter term:</u>	Report on the interpretation of a document:	10
	Report on a theory or a concept:	10
	Oral presentation of work in progress:	20
	Attendance and participation in the workshops and discussions:	10

<u>Total Winter:</u>	<u>50</u>
<u>Total Fall and Winter:</u>	<u>100</u>

5. Other Issues

Bibliography

To supplement her presentation, the history librarian, Heather Matheson, has prepared a special “Course Box” for this course, which will be found at: <http://www.library.carleton.ca/madgic/courses/fysm1405.html>. You can also contact her directly for help for your assignments: Heather_Matheson@carleton.ca, Tel: (613) 520-2600 ext.2902, Fax: (613) 520-2780.

Most of the readings have been placed on reserve in the MacOdrum Library: <http://catalogue.library.carleton.ca/search/r>

Guide to footnotes and bibliographic entries

From *The Turabian Style - (6th edition)*

Footnotes or Endnotes: In the text, the note reference follows the passage to which it refers and is marked with an Arabic numeral typed slightly above the line (superscript). Notes are arranged numerically at the foot (Footnotes) of the page or at the end (Endnotes) of the essay, article, or book. Notes include complete bibliographic information when cited for the first time.

Bibliography: Lists only sources used in writing the paper. Entries are arranged alphabetically by author's surname and include complete bibliographic information.

See the following examples for more information. Note the difference in form and punctuation.

Type of entry	Note Entry Form	Bibliography Form
Book, one author	Daniel A. Weiss, <i>Oedipus in Nottingham: D.H. Lawrence</i> (Seattle: University of Washington Press, 1962), 62.	Weiss, Daniel A. <i>Oedipus in Nottingham: D.H. Lawrence</i> . Seattle: University of Washington Press, 1962.
Book, two authors	Walter E. Houghton and G. Robert Strange, <i>Victorian Poetry and Poetics</i> (Cambridge: Harvard University Press, 1959), 27	Houghton, Walter E., and G. Robert Strange. <i>Victorian Poetry and Poetics</i> . Cambridge: Harvard University Press, 1959.
Book, 3+ authors / Book in a series	Jaroslav Pelikan and others, <i>Religion and the University</i> , York University Invitation Lecture Series (Toronto: University of Toronto Press, 1964), 109.	Pelikan, Jaroslav, M.G. Ross, W.G. Pollard, M.N. Eisendrath, C. Moeller, and A. Wittenberg. <i>Religion and the University</i> . York University Invitation Lecture Series. Toronto: University of Toronto Press, 1964.
Book, no author given	<i>New Life Options: The Working Women's Resource Book</i> (New York: McGraw-Hill, 1976), 42.	<i>New Life Options: The Working Women's Resource Book</i> . New York: McGraw-Hill, 1976.

Institution, association, or the like, as "author"	American Library Association, <i>ALA Handbook of Organization and 1995/1996 Membership Directory</i> (Chicago: American Library Association, 1995), MD586.	American Library Association. <i>ALA Handbook of Organization and 1995/1996 Membership Directory</i> . Chicago: American Library Association, 1995.
Editor or compiler as "author"	J.N.D. Anderson, ed., <i>The World's Religions</i> (London: Inter-Varsity Fellowship, 1950), 143.	Anderson, J.N.D., ed. <i>The World's Religions</i> . London: Inter-Varsity Fellowship, 1950.
Edition other than the first	William R. Shepherd, <i>Historical Atlas</i> , 8th ed. (New York: Barnes & Noble, 1956), 62.	Shepherd, William R. <i>Historical Atlas</i> , 8th ed. New York: Barnes & Noble, 1956.
Reprint edition	Gunnar Myrdal, <i>Population: A Problem for Democracy</i> (Cambridge: Harvard University Press, 1940; reprint, Gloucester, MA: Peter Smith, 1956), 9.	Myrdal, Gunnar. <i>Population: A Problem for Democracy</i> . Cambridge: Harvard University Press, 1940. Reprint, Gloucester, MA: Peter Smith, 1956.
Component part by one author in a work by another	Paul Tillich, "Being and Love," in <i>Moral Principles of Action</i> , ed. Ruth N. Anshen (New York: Harper & Bros., 1952), 663.	Tillich, Paul. "Being and Love." In <i>Moral Principles of Action</i> , ed. Ruth N. Anshen, 661-72. New York: Harper & Bros., 1952.
Electronic document: From Internet	William J. Mitchell, <i>City of Bits: Space, Place, and the Infobahn</i> [book on-line] (Cambridge, MA: MIT Press, 1995, accessed 29 September 1995); available from http://www-mitpress.mit.edu:80/City_of_Bits/Pulling_Glass/index.html ; Internet.	Mitchell, William J. <i>City of Bits: Space, Place, and the Infobahn</i> [book on-line]. Cambridge, MA: MIT Press, 1995, accessed 29 September 1995; available from http://www-mitpress.mit.edu:80/City_of_Bits/Pulling_Glass/index.html ; Internet.
Encyclopedia, unsigned article	<i>Collier's Encyclopedia</i> , 1994 ed., s.v. "Mindoro."	Well-known reference books are generally not listed in bibliographies.
Encyclopedia, signed article	C. Hugh Holman, "Romanticism," in <i>Encyclopedia Americana</i> , 1988 ed.	Well-known reference books are generally not listed in bibliographies.
Interview (unpublished) by writer of paper	Nancy D. Morganis, interview by author, 16 July 1996, Fall River, MA, tape recording.	Morganis, Nancy D. Interview by author, 16 July 1996, Fall River, MA. Tape recording.
Newspaper article	"Profile of Marriott Corp.," <i>New York Times</i> , 21 January 1990, sec. III, p. 5.	"Profile of Marriott Corp." <i>New York Times</i> , 21 January 1990, sec. III, p. 5.
Article in a journal or magazine published monthly	Robert Sommer, "The Personality of Vegetables: Botanical Metaphors for Human Characteristics," <i>Journal of Personality</i> 56, no. 4 (December 1988): 670.	Sommer, Robert. "The Personality of Vegetables: Botanical Metaphors for Human Characteristics." <i>Journal of Personality</i> 56, no. 4 (December 1988): 665-683.
Article in a magazine published	Robin Knight, "Poland's Feud in the Family," <i>U.S. News and World Report</i> , 10 September 1990, 52.	Knight, Robin. "Poland's Feud in the Family." <i>U.S. News and World Report</i> , 10 September 1990, 52-53, 56.

weekly (or of
general interest)

Thesis or
dissertation

O.C. Phillips, Jr., "The Influence of
Ovid on Lucan's *Bellum Civile*"
(Ph.D. diss., University of Chicago,
1962), 14.

Phillips, O.C., Jr. "The Influence of Ovid on
Lucan's *Bellum Civile*." Ph.D. diss., University
of Chicago, 1962.

Identification sheet

Carleton University, Department of History
2007-2008
HIST 5001

Name:

Student Number:

University Email address:

Address and phone number (optional):

Program, and other courses taken this year:

Topic of your thesis or research essay:

Supervisor:

Availability for field trips before and after class:

Courses and papers on related topics (theories and methods) taken before and place and level (high school, university) where they were taken:

Topics interested in and questions you would like to be answered:

Places where you have lived in before (optional):

Special considerations (Paul Menton Centre, family responsibilities, etc.)