

Carleton University  
 Department of History, Winter 2009  
**HIST 5003 Historical Theory and Methods**

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

**Instructor:** Dominique Marshall  
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 Office Hours: Tuesdays, between 11:30 and 12:30.

### 1. Purpose of the Course

The course will introduce MA students to a range of theories, approaches and methods which will help them prepare for their own large research project. It is intended to provide students, who come from different universities and disciplinary backgrounds, with a common basis of theoretical references.

Much of this work will be done through the reading of the synthesis offered by the textbook, the reading of original theorists, and eight seminar discussions. Students will also prepare paper on the analysis of a document, and a “concept paper”, which will both offer them the opportunity to use theories around small cases.

The course will continue to provide the opportunity to incoming students to meet the members of the History Faculty of the broader department. They will come to speak about their uses of theories in their own work. This will be done during second part of these early meetings. The complete schedule of their visits, together with the preparatory readings, will be finalized later.

From early March, the course will continue the work, undertaken in HIST 5002, of helping students through the steps of the writing of their major research project, by offering them the opportunity to present their project orally, for an hour each, and to receive the comments of their peers. This will take place during the last five meetings. The schedule of the “Presentations on work in progress on thesis and research essays” will be determined in class. Three or four students will present in each of the meetings.

Finally, there may be more professional training of the type which was done in HIST 5002, according to the students’ wishes. Sessions on financial management and ethics clearance might be organized, depending on students’ demands.

### 2. Textbook:

Gunn, Simon. *History and Cultural Theory*. Harlow: Pearson Education, 2006.

### 3. Calendar of Meetings and Preparatory Readings:

Each week, for the first part of the term, and for the first seven weeks, students will discuss theoretical questions in small seminar groups. In addition to reading chapters of the textbook, they will be given a sample of a dozen of pages of original theoretical literature on the theme of the week. Students are expected to read in advance, to come in class prepared with reading notes.

The preparatory readings for some of the guest presentations, and the readings of original theorists, will be announced the week before, on WEB-CT.

- Jan. 5           **1. Introduction to the Winter term**  
*History and Cultural Theory*, Preface, Chapter 1 “Historicising Theory”
- Jan. 12           **2. Approaches Sessions I**  
 Reading: *History and Cultural Theory*, Chapter 2 “Narrative”.  
 1:00-2:30 Guest speaker: Rod Phillips, on Richard Cobb (his doctoral supervisor) and his use of historical data in his writings on the French Revolution.
- Jan. 19           **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*  
 11:30-1:00 Guest speaker: Carol Payne, Art History, on the interpretation of photographs.
- Jan. 26           **4. Approaches Sessions III**  
 Reading: *History and Cultural Theory*, Chapter 4, “Power”.  
 \* *Report on the interpretation of a document due*  
 11:30-1:00 Guest speaker: Planning the finances of your graduate studies, with Joanne Bree, Financial advisor, Faculty of Graduate Studies
- Feb. 2            **5. Approaches Sessions IV**  
 Reading: *History and Cultural Theory*, Chapter 5, “Modernity”.  
 Guest speaker: Paul Nelles, on the concept of communication
- Feb. 9            **6. Approaches Sessions V**  
 Reading: *History and Cultural Theory*, Chapter 6, “Identity”.  
 Return on the reports on the interpretation of a document.  
 \* *Topic of the report on a question of theory to be approved by the instructor by this date*
- Feb. 16           **Winter break, classes suspended.**
- Feb. 23           **7. Approaches Sessions VI**  
 Reading: *History and Cultural Theory*, Chapter 7 “Post-colonialism”  
 11:35-12:50: Guest speaker, Sonya Lipsett-Rivera, on the notion of honour as a basic category of analysis and its application either to spatial constructs or bodily constructs

- March 2           **8. Approaches Sessions VII**  
 Reading: *History and Cultural Theory*, Chapter 8, “Theorizing History”.  
 1:30-2:30 Guest speaker, David Dean, on the concept of Performance.  
 \* *Report on a question of theory due*
- March 9           **9. Presentations on work in progress on thesis and research essays I**  
 Return on the reports on a question of theory.
- March 16          **10. Presentations on work in progress on thesis and research essays II**
- March 23          **11. Presentations on work in progress on thesis and research essays III**
- March 30          **12. Presentations on work in progress on thesis and research essays IV**
- April 6           **13. Presentations on work in progress on thesis and research essays V**  
*Pending on the approval of the class, this additional session would take place during the “review period”*
- April 8-27       **Examination period**  
 There will be no examination scheduled during this time for this class

#### 4. 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](http://www.carleton.ca/history/essay_guidelines/gateway.htm) A similar, but more detailed list of conventions for footnotes and bibliography was attached to the outline of HIST 5002.

In addition to the paper copy required for all assignments, an electronic copy should also be submitted via Web-CT.

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](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](http://www.carleton.ca/sasc/lss_home/index.html)

## 5. Assignments

### a. Attendance and participation (20%)

Attendance is compulsory, as much of the work is done in class. Participation in the approaches sessions, preparation for the seminar discussions, and the quality of interventions during these, will be assessed, for 20% of the year mark. Students should tell the instructor in advance when they will be absent, and provide a valid excuse.

### b. Two written reports (25% each)

Students will write two reports of 7 to 8 pages each on topics that will help them make sense of the seminars and prepare for their larger assignments. They will count for 25% of the final mark each.

They are:

1. Report on the interpretation of a document, due on January 26. Students should have their choice of document approved by the instructor by January 19.
2. Report on a question of theory, due on March 2. This could be on a concept, a theory, an author, a method, or any subject approved by the instructor by February 9.

Detailed requirements and advice will be presented in more details in class and one WEB-CT.

### c. Preliminary report on the research essay or thesis, oral presentation (30%)

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 the fall 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).

### d. Marking Scheme

Report on the interpretation of a document:	25
Report on a theory or a concept:	25
Oral presentation of work in progress:	20
Attendance and participation in discussions:	30
Total	100