



Source: I found this on Twitter and don't know who created it.

**History 2222 Spring 2021, the online edition! Mon/Wed 1:30-2:45**  
Dr. Sheila McManus Office hours by appointment [sheila.mcmanus@uleth.ca](mailto:sheila.mcmanus@uleth.ca)

*I acknowledge that I live and work in Treaty 7 territory, here in the heart of traditional Siksikaitapii (Blackfoot Confederacy) territory. As a historian I also acknowledge the role that my discipline has played in the dispossession and genocide of Indigenous peoples, here and around the world.*

*I am a guest here, as all non-Blackfoot peoples are guests in this territory, and we should be mindful of that in our lives and our scholarship.*

**Prerequisite:** History 1xxx or 1000 or 1200

**Description:** History 2222 is a hands-on skills workshop in the art and craft of the historian, designed for students of all levels and backgrounds. If you haven't completed very many History courses 2222 will help you to learn and practice key skills like constructing a research topic, locating and analyzing primary and secondary sources, and developing an argument. If you have completed several History courses 2222 will hone the critical skills you have already begun to acquire, introduce more refined research and writing techniques, and deepen your appreciation of the discipline. Four questions are at the heart of this course:

- how do historians know what we claim to know? (aka epistemology, or the “theory of the method or grounds of knowledge”)
- how do historians do what we do? (aka methodology, or the “science of method; body of methods used in a particular branch of activity”)
- how have earlier historians in other places answered these questions? (aka historiography, or the “writing of history; study of history-writing”)
- why do our skills matter in the modern world? What's the point of a History major??

**Outcomes:** The first and most important outcome of this course is to develop your reading, research, and communication skills. By the end of this course you will be able to read complex material more quickly and accurately; find primary and secondary sources quickly and choose the best ones for your research; and communicate your ideas and arguments clearly and convincingly (with clear, strong, well-organized arguments/ sentences/ paragraphs/ essays, etc). The second outcome is that by the end of this course you will understand and be able to explain to someone else how and why historians do what we do, and why our skills matter in the modern world.

**NOTE:** 2222 is different from other 2000-level History courses in that it requires more reading, writing and active engagement with the material and your colleagues.

**Two required texts (you won't need either one until after Reading Week)**

Coursepack

Jeremy D. Popkin. *From Herodotus to H-Net: The Story of Historiography*. Second Edition. New York and Oxford: Oxford University Press, 2021.

**Recommended text (useful if you have not taken very many History courses yet)**

Storey and Cowan. *Writing History: A Guide for Students*. 5<sup>th</sup> edition. Oxford University Press. Any edition is fine.

**Schedule of lectures, readings and discussion topics (all subject to change)  
Detailed weekly instructions will be posted in Moodle**

**Week One**

**Mon Jan 11.** Welcome to History 2222! Introductions, annotating the syllabus, what to expect this term, etc.

**Wed Jan 13** workshop: Prove it. You will work in teams to prove that a well-known event in the past happened the way you think it did.

**Week Two**

**Mon Jan 18** discussion: Why study history?

**Wed Jan 20** workshop: research skills 1 - focusing and refining your research topic

**Week Three**

**Mon Jan 25** workshop: research skills 2 – library skills + research log workshop with librarian Romany Craig.

**Wed Jan 27** workshop: research skills 3 – CRAAP test (i.e. how to assess quickly what you've found)

**Week Four**

**Mon Feb 1** workshop: research skills 4 – how to gut a monograph (and why do you want to?)

**Wed Feb 3** workshop: research skills 5 - how to read and analyze a dense scholarly article

**Week Five CRAAP Test & Research log are due this week**

**Mon Feb 8** workshop: research skills 6 – how to analyze different primary sources

**Wed Feb 10** workshop: research skills 7 - how to cite what you've found (aka the fetish of footnoting)

***Feb 15-19 Reading week!***

***This week: use the U of L's film database Criterion on Demand (direct link is in the library box in our Moodle page) to watch Akira Kurosawa's 1950 film Rashomon, or join me for movie night Friday Feb 19, 7pm: <https://uleth.zoom.us/j/93990508032>***

**Week Six**

**Mon Feb 22** discussion of *Rashomon*

**Wed Feb 24** workshop: research skills 8 - reverse-engineering for historians!

**Week Seven**

**Mon Mar 1** workshop: How to write a history paper 1 - making a clear argument

**Wed Mar 3** workshop: How to write a history paper 2 - topic sentences and transitions

**Week Eight Article analysis draft due this week**

**Mon Mar 8** discussion: The historian's task? Answers from Ancient Greece to the 19<sup>th</sup> century.

**Wed Mar 10** discussion: Is history an art or a science? Part One.

**Week Nine**

**Mon Mar 15** discussion: Is history an art or a science? Part Two.

**Wed Mar 17 no class. If you can attend, please join me on Friday March 19, 3-5 pm, for a panel discussion on "Oh the places you'll go (with a History degree)." I will record the panel and post it to Moodle so you won't miss anything if you can't attend in person. <https://uleth.zoom.us/j/95054179352>**

**Week Ten**

**Mon Mar 22** discussion: From drug dealers to addiction counsellors – historians' long awkward relationship with nationalism and public memory.

**Wed Mar 24** discussion: Going Pro – when popular and academic history parted ways

**Week Eleven**

**Mon Mar 29** discussion: Historians as communicators

**Wed Mar 31** workshop on the final project.

**Week Twelve No class Mon April 5**

**Wed April 7** discussion: Does “moral engagement” compromise our craft?

**Week 12.5 Final projects due**

**Mon April 12: the rants**

**Assessments. You must complete ALL requirements to get a grade in this course**

**Note: If you took this course before you cannot hand in the same assignments.**

**5% intro, due Week 2 after drop/add.** Post a short intro (~100-200 words) in your cohort’s forum in Moodle. Tell us where you are, how you’re coping with the pandemic, best and worst parts of online learning so far, introduce any pets that may be joining us in Zoom, etc!

*Note: Not sure what cohort you’re in? Head to Moodle and look for the question mark asking you how many courses you’ve taken.*

**40% Participation:** This class is synchronous because the workshops and discussions are critical to the course outcomes; please email me if the synchronous requirement is going to be a problem for you. During a workshop I will be looking for evidence that you are engaging with your colleagues and contributing to your team’s results, and during the discussions I will be looking for evidence that you have done the assigned reading and thought about it ahead of time. Cameras are optional, unless you have a really cute pet we should all meet.

*Note: We will be using the collaborative space in the Hist2222 Class Notebook in Microsoft One Note for our weekly discussions, so make sure you can access that before our first class. A quick shortcut is to have the OneNote app handy instead of using your browser.*

*Note: If you’re finding it hard to get a word in edgewise during the discussions, you can send me a ~200 word max summary/reflection about each day.*

**15% Research Log + CRAAP Test, due Week 5.** Choose any research topic in history that interests you. Complete a research log while you find five sources (1 primary source + 4 scholarly secondary sources) that you could use to write a research paper on this topic. Put all five into an annotated bibliography, using the CRAAP test categories to assess your sources (~200 words per item). Use the Chicago Manual of Style website and History Department style guide to make sure that the items are all in the correct order and cited properly. Detailed instructions and examples are in Moodle, and the department guide is in the Resources folder.

*Note: if you started but did not finish this course before you cannot resubmit the same assignment. You must submit new original work.*

**20% Article analysis. 1400-1500 words. Drafts due Week 8, re-writes due one week after I return the drafts.** You will analyze a recent scholarly article chosen from a list I will post in Moodle. The purpose of this assignment is to improve your reading, writing and

critical thinking skills by analyzing the author's argument and sources to make your own original argument about the article's strengths and weaknesses. Learning how to read and think analytically, and write clearly, are two of the most useful skills you can get from a history course. Having the opportunity to re-write the paper means you can also improve your writing skills by using the critiques provided on the first assignment. Detailed instructions and examples will be posted in Moodle.

**20% Pop culture analysis, 1400-1500 words. Due Week 12.5.** The purpose of this assignment is for you to assess the accuracy AND effectiveness/entertainment value of one "based on historical events" film, video game, tv or web series, novel, etc. You can submit a traditional essay, or a blog post, or a podcast, or whatever genre suits your project. Detailed instructions and examples will be posted in Moodle.

**U of L History Department grading system**

94-100%	A+	4.0 GPA	70-73.9%	C+	2.3 GPA
90-93.9	A	4.0	66-69.9	C	2.0
86-89.9	A-	3.7	62-65.9	C-	1.7
82-85.9	B+	3.3	58-61.9	D+	1.3
78-81.9	B	3.0	50-57.9	D	1.0
74-77.9	B-	2.7	0-49.9	F	0

**Extensions and late penalties:** You can take up to 7 extra days (over the course of the term, not per assignment) to hand work in, no questions asked – just email me and let me know how many days you need.

**Academic integrity:** We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and offer credit to others for thinking of ideas before us. I believe that everyone in this course is fundamentally honest and I will help you learn the conventions of academic integrity, such as citing sources and being clear about where our own words begin and end. If you would like more information about the "Student Discipline Policy - Academic Offenses," I have posted it in the Resource folder in Moodle.

**Check the "Resources" folder in Moodle for more useful information,** from the Department's Citation Guide and an explanation of what the letter grades mean, to U of L's mental health folder and other great resources for learning online.