

**COURSE:** **Historian's Craft**  
HIST 2809B

**TERM:** Winter 2020

**PRECLUSIONS:** Precludes additional credit for HIST 2808.

**CLASS:** **Day & Time:** Wednesdays and Fridays, 10:05-11:25 am  
**Room:** Please check with Carleton Central for current room location

**INSTRUCTOR:** Dr. Dominique Marshall

**CONTACT:** **Office:** PA 412  
**Office Hrs:** Tuesdays and Wednesdays from 1:00 to 2:00 or by appointment  
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Source: "Kenya - Postage stamps - 1985 - United Nations Women's Decade Conference - 4 stamps, in Stamp World, <https://www.stampworld.com/stamps/Kenya/Postage-stamps/g0340/>, accessed 17 December 2019.

## Learning Outcomes

By the end of the term, students should be able to better:

1. Analyze and assess historical documents relating to the activities of MATCH workers and explain the position and perspective of those sources:
  - a. find primary and secondary historical sources from print and online sources;
  - b. cite primary sources in accordance with appropriate citation style guidelines and demonstrate the ethical use of sources when it comes to acknowledging the work of others;
  - c. explain the interrelatedness of primary and secondary sources for research;
  - d. further develop expertise in the process of historical interpretation by situating primary sources in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.
2. Recognize and apply historical methods and historical theories to make historical arguments. Practice the skills needed to gather, sift, analyze, order, synthesize, and interpret evidence.
3. Conduct independent research using primary sources and historical scholarship: find and evaluate appropriate secondary sources and locate pertinent information within those sources.
4. Express in writing the results of historical thinking and research. Construct a clear introductory paragraphs and detailed document annotations, and employ discipline-specific (Chicago style) forms of citation.
5. Express orally the results of historical thinking and research.

## Required Reading

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. Third ed. New York: Oxford University Press, 2019. Available for purchase at Octopus Books (116 Third Avenue, at Bank Street) and is on reserve at the library. (<http://octopusbooks.ca/book/history-of-childhood> ) Mail order also available.

## Course Requirements and Assignments

The grades for this course will be assessed as follows:

Attendance/Participation/Practice:	20%	Ongoing
Incentive Program Workshops	5%	Ongoing - minimum of 3
"About Me" Initial Reflection	5%	January 17
Document Analysis	10%	January 31
Reflection 1	5%	February 5
Annotated Bibliography	15%	February 14
Reflection 2	5%	February 14
Oral Presentation of Draft Project	5%	March 18 and 20
Document Annotation Project	25%	April 1
Reflection 3	5%	April 3

*Late penalty: Unless otherwise noted, late assignments will be penalized 3% per day (weekends will count as one day). Exceptions will be made for documented medical or other emergencies*

## You must complete all of the above components in order to pass this course

1. Attendance, Participation & Practice (20%). This course will require your sustained presence, participation, and engagement. Attendance is mandatory. Most of the classes this term will consist of a mix of short lectures, guests visits, discussions, group activities, field trips and in-class practice. As the name suggests, the practices that will occur across the semester will consist of hands-on, exploratory work that will introduce you to some of the core skills and methods you will need as an historian. These practice activities will cluster around four main areas:

analyzing primary sources, developing research skills for secondary sources, reading and assessing scholarly articles and books, and presenting your research. Although the practice and discussion activities will vary, you will be required to turn in worksheets or in-class writing assignments at the end of each practice. These in class assignments will count towards your participation grade for the term. You must be present in order to submit these materials, and you must show that you have read the required readings mentioned in the calendar for each meeting . If you have concerns about your ability to complete these written assignments, please contact the instructor.

2. Applied Research Project (total: 55%). These projects are designed to provide a step-by-step introduction to the research and analysis of the building blocks of historical inquiry: primary sources. You will be asked to complete three central tasks: to analyze one historical documents related to the activities of a Canadian humanitarian Non-Governmental Organization (NGO), the MATCH International Women's Fund; initiate secondary research relating to the broad history of Canadian humanitarian activities in one country of the Global South and relate it to the specific information included in the historical document of your choice; and, create well-researched annotations for the people, places, terms, and issues raised in that document. Your work will culminate in three main outputs: -  
- a primary source document analysis  
- an annotated bibliography  
- and a digital primary source annotation project.

3. Reflections (total: 20%) You will be asked to reflect critically on each of these components and the work that went into creating them. The first such reflection asks that you populate the "About Me" page of your portfolio. For each of the following reflections you will be asked to respond to a specific set of questions that are meant to prompt you to reflect carefully and critically on aspects of the research process. In general, these reflections will be relatively brief. Most will consist of 1-page reflection, though please consult the assignment descriptions posted to the cuLearn course page for more detail.

3. Oral Presentation (5%). In the final weeks of the term, you will present a draft version of your final document annotation project. The goal: to allow you to share your work-in-progress and to solicit feedback from your peers. You will be asked to share your work with a group of peers and to provide constructive critiques of the work done by your classmates. On February 28, you will participate in a dedicated workshop designed to help you hone your oral presentation skills.

4. Incentive Program Workshops (5%). This course has been registered in the Incentive Program offered through the Centre for Student Academic Support (CSAS). CSAS Skill Development Workshops are designed to help students cultivate and refine their academic skills for a university environment. The Workshops include topics such as "Classroom Expectations," "Procrastination," and "Balancing Work, School and Life." Workshops are available in person or online. For 5%, you may attend a minimum of two workshops at 2/5% each. More information about this will be available on our cuLearn site and at the introductory session on January 8. To see the complete Skill Development Workshop schedule, please visit mySuccess via Carleton Central.

### **cuPortfolio**

You will use cuPortfolio (<https://cuportfolio.carleton.ca/>) to create and collect these different components and to reflect on the work that went into them. This electronic platform will provide you with the space and the technical tools to pursue some creative annotations and to keep track of the various steps in your learning, and to receive feedback along the way. Stacy Malloch will provide an initial cuPortfolio training session on January 11. For more information and a complete list of grading criteria, please consult the detailed set of assignment descriptions and instructions for using cuPortfolio that will be posted to the cuLearn course page at the beginning of the term.

## Course Calendar

- Jan. 8 Course Introduction, Overview, Logistics and Collective Tools  
10:45 to 11:00 Introduction to the CSAS and Incentive Program
- Jan. 10 Introduction to the theme of the archives collections of this term: Canada's Traditions of Missionary Work, Humanitarian Aid, and Development. Distribution of documents; introduction of collective tools
- Presnell, Chapter 1: "Historians and the Research Process: Getting Started"
  - Carleton University, Archives and Special Collections, Finding Aid of the MATCH International Women's Fund Fond (<https://archie.library.carleton.ca/index.php/match-international-womens-fund-fonds> )
- Jan. 15 10:05 to 10:55 How Historians Use Documents  
11:00 to 11:30 Introduction to cuPortfolio with Stacy Malloch (cuPortfolio Coordinator)
- Presnell, Chapter 6: "The Thrill of Discovery: Primary Sources", selected pages TBA
- Jan. 17 Visit to Archives and Special Collections, MacOdrum Library, 5<sup>th</sup> floor, Siskind Room, 503  
Collection of document and introduction to work in an archive  
\* "About me" Initial Reflection due
- Jan. 22 Interpreting and analyzing primary documents : practice
- Müller, Philip. "Understanding history: Hermeneutics and source-criticism in historical scholarship." In *Reading Primary Sources. The Interpretation of Texts from Nineteenth – and Twentieth-Century*, eds. Miriam Dobson and Benjamin Ziemann, 22-36. Abington: Routledge. 2009.
- Jan. 24 Oral history practice - collective interview  
With MATCH veteran, TBA
- MATCH International Centre. *An UnMATCHed Partnership. 25 years of Working with Women*. Ottawa: MATCH International. 2001.
- Jan. 29 Working collaboratively: First group meeting and exchanges on document analysis
- Presnell, Chapter 2, "Reference Resources"
- Jan. 31 Gathering evidence from primary source clusters: practice
- Presnell, Chapter 4 "Finding Journals, Magazines and Newspapers: Using Indexes"
- \* Document analysis due
- Feb. 5 Finding secondary sources: practice  
With Susan Tudin, MacOdrum Library, Subject specialist  
\* Reflection 1 due
- Feb. 7 Finding secondary sources - "History in an age of abundance": practice
- Presnell, Chapter 7 "History and the Internet"
- Feb. 12 Working collaboratively: Building collective tools: Maps, Chronologies, Prosopographies and others
- Feb. 14 Bringing archival research to the next level: Preparation for the visit to Library and Archives Canada  
With Jennifer Anderson Library and Archives Canada  
\* Annotated Bibliography and Reflection 2 due
- Feb. 17 – 21 Reading week
- Feb. 26 Reading scholarly articles : practice
- Presnell, Chapter 5, "Evaluating your Sources"

- Feb. 28 Communicating research results orally: Practice  
With Setareh Najmi, Centre for Student Academic Support  
- Presnell, Chapter 11 “Presenting Your Research – Oral, Slide and Poster Presentation”, pp. 291-300
- Mar. 4 Visit of Library and Archives Canada
- Mar. 6 Communicating research results in writing I: practice  
- Presnell, Chapter 11 “Presenting Your Research – Creating a Research Paper”, pp. 285-291
- Mar. 11 Communicating research results in writing II: practice
- Mar. 13 Workshop: In class work on cuPortfolio with Stacy Malloch  
- Presnell, Chapter 11 “Website Design: How to Begin”, pp. 301-322.
- Mar. 18 Group presentations and peer review I
- Mar. 20 Group presentations and peer review II
- Mar. 25 Finding and Evaluating Images, Motion Pictures and Audio  
Presnell, Chapter 9, “Beyond the Written Word”
- Mar. 27 Statistics: Quantifying History - practice  
Presnell, Chapter 10 “Statistics: Quantifying History”
- Apr. 1 Putting Historical Skills to Work  
*\*Document annotations due*
- Apr. 3 Visit to the Book Lab, MacOdrum Library  
*\*Reflection 3 due*
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## **REGULATIONS COMMON TO ALL HISTORY COURSES**

### **COPIES OF WRITTEN WORK SUBMITTED**

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### **PLAGIARISM**

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **COURSE SHARING WEBSITES and COPYRIGHT**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **STATEMENT ON CLASS CONDUCT**

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

**Carleton University Equity Services states that "every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment".** [In May of 2001 Carleton University's Senate and Board of Governors approved the Carleton University Human Rights Policies and Procedures. The establishment of these policies and procedures was the culmination of the efforts of the Presidential Advisory Committee on Human Rights and a Human Rights Implementation Committee.]

### **GRADING SYSTEM**

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B - = 70-72 (7)	D+ = 57-59 (3)
A - = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F Failure. No academic credit WDN Withdrawn from the course

ABS Absent from the final examination

DEF Official deferral (see "Petitions to Defer")

FND Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

#### **WITHDRAWAL WITHOUT ACADEMIC PENALTY**

January 31, 2020: Last day for a fee adjustment when withdrawing from **winter** courses or the winter portion of two-term courses (financial withdrawal). Withdrawals after this date will create no financial change to winter term fees and will result in a permanent notation of WDN appearing on your official transcript.

April 7, 2020: Last day for academic withdrawal from **winter** courses.

#### **REQUESTS FOR ACADEMIC ACCOMMODATIONS**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

**Religious obligation:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

**Accommodation for Student Activities:** write to the professor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

**Survivors of sexual violence:** As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.pdf>

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

#### **PETITIONS TO DEFER**

Students unable to write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such circumstances may apply within five working days to the Registrar's Office for permission to write a deferred examination. The request must be fully and specifically supported by a medical certificate or other relevant documentation. Only deferral petitions submitted to the Registrar's Office will be considered.

**ADDRESSES (613-520-2600, phone ext.)**

- Department of History (2828) 400 PA
- Registrar's Office (3500) 300 Tory
- Academic Advising Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Centre for Student Academic Support – Study Skills, Writing Tutorials, Bounce Back (3822) 4th fl Library

**Application for Graduation Deadlines**

- Spring Graduation (June): March 1
- Fall Graduation (November): September 1
- Winter Graduation (February): December 1