History
CARLETON UNIVERSITY

Carleton University   **Department of History Course Outline**

COURSE:	**Digital History**
	HIST 3812
	Also listed at DIGH 3812.
	Prerequisite(s): a 2000-level history course or third-year standing and 1.0 credit in history.
TERM:	Fall 2016
CLASS:	**Day & Time:** Mondays, 2:35 to 5:25 p.m.
	Room: Canal Bldg., Room 2104
INSTRUCTOR:	J.M. McCutcheon, PhD
CONTACT:	**Office:** Patterson 453
	Office Hrs: Mondays 10:00 am to 1:00 pm and by appointment
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Please note – all readings are available online.   See the detailed outline for specific readings.

Summary of Student Evaluation = 100%*

Evaluation/Assignments	Date Due	%
Zotero Bibliography - Part 1*	October 3rd	10
Zotero Bibliography - Part 2*	November 21st	10
Evaluating Digital Tools and Resources	October 31st	20
Participation/Writing Reflections	On-going	20
Project Outline/Presentation/Video	November 28th and December 5th	10
Final Summative Research Project	December 9th	30

*Please note: some elements of assignments may be adapted to student interest/experience.

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Introduction: Background, Expectations and Culture

This course will be a combination of short lectures, in-class discussions, hands-on learning and collaborative learning. Students are encouraged to build on their current research interests and/or select topics that will assist them with future career opportunities that may include teaching, archives, museums, professional research, public policy or a career that has not yet been envisioned. This course provides students with the opportunity to follow their current research passions and interests as well.

For this course, students do not need to have an expertise in programming or database design but if you wish, these opportunities exist. Some students will bring an expertise in gaming, basic programming and social media. This class may give you the opportunity to expand your comfort zone with regard to the practice of history and using diverse tools and new technologies to *enhance* and *facilitate* your work.

One perspective I will bring to this course is my experience of working in the private sector as an historian who regularly hired humanities graduates to work on a diversity of projects, most often archive-based work that was later systematically analyzed using a diversity of database platforms. An important learning objective will be to find tools and methods to systematize and manage research on an individual level. These skills can be applied to larger web based database projects. I have been using databases to track, manage and analyse research for almost 25 years. I have been using FileMaker since the early 1990s, but there is other software that we can use to systematize research. Students will use Zotero and explore other database options.

Another area of interest is how social media is used by historians and to communicate history. Students will be encouraged to join conversations, follow #hashtags, develop lists of historians/news organizations. When attending departmental events, public lectures, watching historical dramas, etc., students may engage in conversations and post/share this information in blogs/twitter feeds/Storify and other forms to communicate among peers and a wider public audience. Students will have the opportunity to blog/tweet/analyze/reflect and consider their digital footprint/identity. Finally,

CULearn and possibly a class website will be important tools and resources for students. Please check for announcements and updates regularly. Communicating interests, challenges, and successes is also an important part of this class. News articles, radio reports and digital resources will be regularly uploaded as part of class discussions and as tools for assignments a class #hashtag will be established. A Facebook group is also available.

Learning Objectives

By the end of this course you should be able to:

1. Describe the origins of the digital era and to articulate what it means to do research using digital tools and resources;
2. Build and maintain a database using Zotero;
3. Identify appropriate digital tools and to use them to evaluate and analyze primary sources relevant to doing history – Omeka, GIS, Visione, and other digital tools;
4. Identify and evaluate digital projects and to provide an analysis that reflects an established set of criteria;
5. Effectively communicate your ideas, academic debates and your research findings
6. Generate a history project using primary sources and applying tools and skills learned in this course.

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Learning Outcomes

A key component to evaluating learning will be to provide timely feedback for all of your course work. Students will be expected to submit assignments electronically and feedback will be provided electronically as well. Assignment expectations and grading rubrics are available via and are linked to the appropriate learning activities.

General Learning Outcomes	Teaching and Learning Activities
1. Research and historical Knowledge regarding digital tools and resources:	Course material, lectures, supplemented by readings and primary documents from assigned readings via CULearn and social media sites. In-class discussions, hands-on workshops and debates that will help us articulate criteria and protocols.
2. Systematizing research using databases:	Students will use Zotero to learn how to systematize, organize and analyze their research. Other tools will be explored.
3. Evaluating secondary sources and digital projects.	Students will evaluate secondary sources available in digital forms and use defined criteria to evaluate a digital project.
4. Applying critical skills and evaluating historical sources:	Students will be required to use a digital tool to demonstrate their understanding of how these tools facilitate, compliment or enhance our ability to 'do history'. Students will have the option of completing a *Wikipedia* entry, considering how this resource has evolved, its challenges and its opportunities. Other text mining or visualizing tools may be used as well. (Visione – Voyant)
5. Effective communication:	Professionalism, respect, and engaging in debates that provide opportunities to bridge the distances among scholars will be important to this class. Discussions regarding the
5. Generating history:	Final research projects are intended to provide students with the opportunity to generate history for an internal (me) or external audience (social media users). Integrating digital resources into coursework, while considering the theory and practice of history key to your work.

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Course Outline, Readings and Schedule

Blog posts from organizations like Active History, and from a diversity of digital history practitioners will be linked to course material throughout this term. Students will be encouraged to share readings, discussions and debates from a diversity of media platforms as they related to the practice of history in the digital era.

Key Tools and Resources

The Programming Historian (multiple contributors to lesson plans)

Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web Daniel J. Cohen and Roy Rosenzwieg

http://www.digitalculture.org/books/book-series/digital-humanities-series/

http://chnm.gmu.edu/research-and-tools/

Digital Public Library of America

Each class will have a lecture/discussion component and a hands-on working component. Please be sure to bring your tablet or laptop to class.

September 12, 2016 – Introduction to this Class

Course assignments, tools, resources and social media will be discussed along with readings related to the history of the web, digital resources and digital history. Students will take time to bookmark links, organize digital course material and become familiar with navigating tools and resources for this class.

Readings: Daniel J. Cohen "Exploring the History Web"

Susan Hockey, "The History of Humanities Computing"

William G. Thomas II, "Computing and the Historical Imagination"

Daniel J. Cohen, "Is Google Good for History?"

Article – Google University

Workshop: Exploring tools, bookmarking and hyperlinking.
                      An introduction to Zotero

Tools: Google, on-line searches and web browsers

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September 19, 2016 – Communicating and defining what we do:

Daniel J. Cohen, Michael Frisch, Patrick Gallagher, Steven Mintz, Kirsten Sword, Amy Murrell Taylor, William G. Thomas, III and William J. Turkel, "Interchange: The Promise of Digital History" *Journal of American History* Volume 95, No.2 (Sep., 2008), pp. 452-491.

Douglas Seefeldt and William C. Thomas, What is Digital History, *Perspectives,* May 2009

Daniel J. Cohen, "History and the Second Decade of the Web", June 2004

Michael O'Malley and Roy Rosenzweig, "Brave New World or Blind Alley? American History on the World Wide Web", June 1997

Daniel J. Cohen, "Creating Scholarly Tools and Resources for the Digital Ecosystem: Building Connections in the Zotero Project," *First Monday*, 13, 8 (August 2008).

Tools: Blogging and Social Media
Checking in with Zotero

September 26ᵗʰ 2016 – Canadian and International Contexts and Tools
Guest Lecture: Megan Butcher, Library and Archives Canada

Readings:

Ian Winchester & Jan Sundin, "Towards Intelligent Databases: Or the Database as Historical Archivist" *Archivaria*

Chad Gaffield, "Making an Archival Golden Age in the Changing World of Digital Scholarship" *Archivaria*

Tool: Online databases: Library and Archives Canada
Checking in with *Zotero*

October 3, 2016 – It's an open source and wiki world - what does that mean for authenticity and control?
Wikipedia – Understanding, using and writing collaborative Resources

Roy Rosenzweig, *"Wikapedia:* Can History Be Open Source?", June 2006

Margaret Conrad, "Public History and its Discontents or History in the Age of *Wikipedia*," *Journal of the Canadian Historical Association/Revue de la Société historique du Canada*, 18. 1 (2007): 1-26. (CULearn)

Tool: Wikipedia

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October 17th, 2016: Evaluating Digital Tools and Resources

See CULearn for assignment details and expectations.

[Virtual Museum of Canada](#)

[Great Unsolved Mysteries in Canadian History](#)

[Digital Public Library of America](#)

[Early Canadiana Online](#)

[Old Bailey Online](#)

[Twine](#)

[Minecraft](#)

[The Programming Historian](#) (multiple contributors to lesson plans)

http://chnm.gmu.edu/research-and-tools/

How academics are evaluated: [Guidelines for Evaluation Digital Academic Scholarship – American Historical Association](#)

Workshop: Collaborating to establish an evaluation tool

October 31st, 2016: Collecting History Online

Readings:
Steven High, Jessica J. Mills, Stacey Zembrzycki, *Telling Our Stories/Animating Our Past: A Status Report on Oral History and New Media* Centre for Oral History and Digital Storytelling, Concordia University, 2010.

Daniel J. Cohen, ["Collecting History Online"](#)

Tool: [Omeka](#)

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November 7th, 2016: Doing Digital History in Canada – Survey of What is out There: *Gaming* and Mapping

Readings:
Shawn Graham "Pulling Back the Curtain: Writing History Through Gaming"
http://quod.lib.umich.edu/d/dh/13396229.0001.001/1:19/--web-writing-why-and-how-for-liberal-arts-teaching?g=dculture;rgn=div1;view=fulltext;xc=1

Kevin Kee, Shawn Graham, Pat Dunae, John Lutz, Andrew Large, Michel Blondeau, and Mike Clare, "Towards a Theory of Good History through Gaming" The Canadian Historical Review 90.9 (2009): 303-326 (See Black Board)

GUMCH
Ruth Sandwell and John Sutton Lutz, *"What Has Mystery Got to Do with It?"* in Kevin Kee (editor) *Pastplay: Teaching and Learning History with Technology* (University of Michigan Press, 2014) 23-42.

See – Bibliography of Works in Print on Historical GIS – students will identify readings they are interested in to discuss this week in advance of the class.

Jennifer Bonnell and Marcel Fortin (editors) Historical GIS in Canada University of Calgary Press, 2013.

Tool: Twine

November 14, 2016 - Network Analysis and 3D Visualization Tools

Reading:

https://www.academia.edu/1059869/New_technologies_new_formalisms_for_historians_The_3D_virtual_buildings_project

Students will have access to materials that have been developed by historian, John Bonnett, relating to 3D modelling. Students will have access to primary sources and fire insurance plans of Ottawa in the late 19th century that provides documentation of structures situated in the downtown core and LeBreton Flats.

Workshop: Defining Your Projects & Tools for Your Projects: Collaborative work to draft your project and identify digital skills and digital tools

Tool: Visione

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November 21, 2016 – Layering Ethics: Collecting Online History – Indigenous Histories

This week we will explore the ethics of collecting oral history, oral traditions, and testimonies and consider in particular the case of the Truth and Reconciliation Commission and issues generally related to oral history.

Readings:

Indigenous girls and Video Games

Jennifer Wemigwans, "Indigenous Worldviews: Cultural Expression on the World Wide Web" *Canadian Woman Studies* 26.3/4 (Winter/Spring 2008): 31-38. (CULearn)

Destruction of Records: Independent Assessment Process/Legal Decision

Truth and Reconciliation Commission – Statement Gathering

Indigenous history at the Library and Archives Canada

November 28 and December 5ᵗʰ: Presenting Your Research

You will have 5 to 8 minutes to present their topic, tool and objective for their research project. This element of the course is meant to be an opportunity for you to articulate your project to your colleagues. It is meant to give you an opportunity to obtain feedback and suggestions from your colleagues and to provide a link to primary sources and digital tools.

December 9ᵗʰ, 2016 – Trouble Shooting and Wrapping up the Term

Evaluation of Learning

Zotero Part 1: Creating, Managing and Sharing a Zotero Database (10 %) Due end of Day October 3ʳᵈ, 2016 via CULearn

For this assignment, your database should contain at least five academic books, fifteen news articles, fifteen websites (blogs/projects) and fifteen peer-reviewed articles (with links). Based on in-class workshops and discussions, your database will be evaluated based on your ability to navigate online databases, to correctly assemble a database, and to integrate PDFs into your computer's library.

Zotero Part 2: Leveraging Zotero for systematization of research (tagging, notes, add-ons, relationships) (10%) Due November 21ˢᵗ end of day via CULearn

For this second part of the assignment, your database should demonstrate that you are using it to undertake class readings, identify relevant sources for your final project and that you are tagging, taking notes and where

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appropriate – defining relationships between sources. You should have additional records, but those initial records should also have notes, tags and demonstrate that you are using the database for your final projects.

Digital Tools, Projects and Exhibitions: A Critical Evaluation   20 %
Due October 31st end of day via CULearn

Given the importance of the Internet and using digital tools like virtual exhibitions, data archives and interactive learning websites, you will write a short evaluation of at least 2000 words and no more than 2500 words describing and evaluating the content of at least three digital resources that may include an information website, a data archive/database, a commemorative website or any of the websites you would like to evaluate. Throughout this term, you will contribute to the list of resources located at the end of this syllabus.

You will explain how you are evaluating the website/project/tool and what criteria the website must meet to be considered an important and reliable source for history students in Canada. How relevant is the website material to this course or to your project? Would you recommend it to a friend or use it for your research? See CULearn for more details and information about this assignment.

Participation/writing/reflections/twitter/blogs/wikis: ongoing   20 %

Students will be graded on the following elements of their participation

1.   A reflection related to using Google NGram or voyant. (5 %) **Due September 26th, end of day via CULearn**

2.   A reflection related to using Wikipedia, a crowdsourcing project or group transcription project (5 %) **Due October 12th, end of day via CULearn**

3.   Readings/participation – students will undertake a self-evaluation and I will review this grade at the end of the term. You may evaluate your interaction regarding course material and social media, blogging or other collaborative tools. **(10 %) – Due end of term via CU Learn**

Doing History with Digital Tools and Resources

Final Summative Projects: Due December 19th end of day via CULearn   40 % Total
10 % - in-class presentation/narrated video/outline (November 28th or December 9th)
30 % - Equivalent of 3000 - 3500 words or relevant equivalent due December 9th, 2016

10 percent of this work will be completed before the end of term as students will either present their projects in-class using power point and speaking for up to 5 minutes. Alternatively, students may submit a PowerPoint that is narrated, create a YouTube video or submit detailed written outline not more than 1000 words in length.

Students must select their final topic by **October 31st** and it will be approved by **November 7th** or earlier. You will present your project to colleagues at the end of term. All students will provide constructive and respectful feedback to colleagues. You may select a group or collaborative project. This project will become part of the weekly work we undertake in workshops and online discussions. Students will be provided with examples of previous projects

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submitted by students. See CULearn for more information about this assignment as your interests and experience will be considered when suggesting topics.

There are two streams for this assignment, but both have mandatory elements. The work that you put into your final project should be similar to the work you would put into a complex primary research paper. Given your interest in your project and the newness of some of this work, you may find that the final project takes more time than you anticipated, so please plan accordingly.

MANDATORY REQUIREMENTS:

1. All work submitted, regardless of the final format must have a bibliography of your secondary sources and it should include primary sources as well. If you have used Zotero, your work will be easier as you will be able to export your bibliography. For your primary sources, it is expected you will either cite them or integrate them into your final project so your bibliography does not need to have every document identified but should identify how you collected them.

2. All work submitted must have a short reflective element on the experience of using the digital resources and if relevant, the digital tool.

3.   All work submitted must have a short introduction to your work and why you selected the digital tool you used to present your historical research.

4.   All work submitted must be based on the use of primary sources, unless you have been given written permission to undertake an historiographic or detailed critical review of a number of tools, games or approaches to digital history.

5. Regardless of your final format, your word count should reflect the tabs, posts, script or descriptions you write for your final project.

6. Group projects should clearly identify the contributions each team member made to the final project and you should submit your reflection separately.

Stream 1: Historical Research Paper using Digital Resources

You will complete a historical research project that is based on primary research and supported by secondary sources that help you to understand the context of time and place for your topic. You can extend the geographic boundaries of your topic to include the US and UK.

You will include your methodology for your work. That means, how did you identify relevant sources? What kind of searches did you undertake? Provide as many details as possible and consider the work of Ian Milligan that we discussed this term. If you are using newspapers, be clear on the number of sources that were identified and how you limited these sources to write your paper. (This element should be at least 500 words and not more than 1000 words.)

You can use digital resources from the Carleton's library, the Library and Archives Canada, digital sources from provincial institutions and the Digital Public Library of America and other tools we have discussed in-class.

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Your paper will need to have a clear introduction and thesis statement. Your content must include primary sources and secondary sources. Depending on your topic, you will have to demonstrate that you examined a diversity of sources and that you completed extensive research. For example, you will want to note all of the letters, diaries, news articles you read but you will not necessarily cite them all. Examine other texts from your history courses, articles from journals and evaluate how historians use primary sources and cite their work.

You will also be evaluated on your mechanics. That you have cited work correctly and that you have a properly formatted bibliography will be evaluated.

Remember to include the mandatory elements required for this final summative project.

Stream 2: Digital Tools and Digital Resources

For this stream, you will undertake primary and secondary research and you will include an assessment of why the technology you selected, HGIS, Omeka, and other tools is a good example of how to leverage technology to 'do' 'write' 'present' history.

For example, Omeka is a complex and power digital tool that permits users to use HGIS, blogging and website features. Be specific about the plugins you used and how you experienced inputting your primary sources into the database. You will want to outline you success, failures and consider whether or not you met your own expectations.

Would you want others to see your work? Can it be made public?

You will submit your reflection, bibliography and consideration of this tool along with a link to your Omeka work. Your reflection should be at least 500 words and not more than 1000 words.

You will be evaluated on your written work, your primary and secondary sources and your use of the technology. If you had significant problems, barriers or challenges to this work, ensure that you describe this experience. You want to ensure that I am able to review your work, understand why you selected the primary sources you did for your final work and I should be able to understand how you selected documents. You might need to establish criteria or protocol for how you undertake this work.

Please note: some papers will not meet either guideline but will be evaluated with transparency and I am always open to discussing your work and its evaluation.

Late assignments: no communication of challenges or issues related to this work, late penalties may be applied –
5 % per business day – maximum 15 %.
<u>No doctors' notes please</u> – just let me know what is happening.
Communication is key.

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Stream 1:
Introduction, Thesis Statement and Structure and Outline: 10 % 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? Maps are always useful visuals for your readers
- ✓ When? Be specific about time.
- ✓ 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. If you are contributing to a new element of the Residential/Boarding school experience, you can note your contribution. 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.

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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;

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Poor/Unacceptable titles:

"Final Assignment"
"Research Paper"
"Women and Digital Tools"
"Final Digital History Project"

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 75 %
(60 % content & 15 % reflection)

You must demonstrate your knowledge of the topic and that you have completed research required to support your thesis statement. **Your paper must be 12 to 15 pages double-spaced – between 3000 and 3500 words. You will not be docked for submitting longer papers. Your footnotes and bibliography are not part of your work count.**

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.

You might consider a paragraph about your methodology or primary sources. Your footnotes may be annotated to engage in a dialogue with your reader.
- ✓ 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?

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- ✓ 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.[2] Avoid starting sentences with 'and' or 'because'. Avoid parenthetical statements or excessively

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[2] If you are reflecting on your experience – it is appropriate to use the first person and you may do so for this work.

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. 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.

Stream 2 – Using Technology to Display and Present History: History Online

You will be evaluated on your use and experience of technology – Omeka in particular and HGIS and other tools where appropriate.

1. Appearance, ease of navigation and use of technology. How is this tool useful to doing and learning history? 10 %
2. Research and Content – use and display of primary sources; demonstration of learning both primary research and technology. 75 %
3. Reflection on using digital tools to do history. 15 %

Grading Rubric

Criterion/Expectations	Exceeds	Meets	Needs Improvements	Did not Meet
Introduction, Thesis Statement, Structure and Outline (10 %)	>9			
Content: Research and Analysis (75 %)	>63			
Conclusion, Style and Mechanics (15 %)	>13			
Total	85 - 100			

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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.

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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
The last date to withdraw from Fall term courses is December 9, 2016.

REQUESTS FOR ACADEMIC ACCOMMODATION
You may need special arrangements to meet your academic obligations during the term because of disability, pregnancy or religious obligations. Please review the course outline promptly and write to the instructor 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.

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that your Instructor receives your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by November 11, 2016 for the fall term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at
http://carleton.ca/equity/accommodation

PETITIONS TO DEFER
Students unable to complete a final term paper or write a final examination because of illness or other circumstances beyond their control or whose performance on an examination has been impaired by such

Course

circumstances may apply within five working days to the Registrar's Office for permission to extend a term paper deadline or 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
- Student Academic Success Centre (7850) 302 Tory
- Paul Menton Centre (6608) 500 Unicentre
- Learning Support Services – Study Skills, Writing Tutorial Service (1125) 4th fl Library

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