

History 359

A City at War

Putting Victoria's History on the Internet



Instructors: John Lutz and Jim Kempling

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Classroom: Cle C214

CRN: 25420

Course Time: Thursday 1:30-4:30.

Office: Clearihue B222 Phone: 721-7392

Office Hours: Tuesday and Thursday 10:30-11:30

Course Website: <http://moodle.uvic.ca/>

City Goes to War: <http://acitygoestowar.ca/>

Overview:

More and more we are getting our information from the Internet and historians have to be looking at the Internet as a place to publish historical work if we want an audience. This course critically evaluates the web and offers research and presentation skills. To enhance research abilities students will be given orientation to different archives in Victoria and will develop a research project based on the history of Victoria in the decade 1910-1920 which was dominated by World War I. In addition to research skills, basic web-site creation skills will also be taught with the WordPress software and the final research "product" of the course will be a web site and not a standard research paper. Because of the novelty of both the research and the product the course will operate more like a workshop than a standard seminar. No prior primary research or web site skills necessary.

Objectives:

There are three broad objectives to this course: 1) To provide students with an understanding of the analytical framework and methods of micro-history. 2) To develop or refine research skills using primary documents and archival research. 3) To develop or refine presentation and critical skills to allow students to present their research on the Internet.

Format:

We will meet once a week in seminars which have two parts. One part of the seminar will be to discuss analytical issues relating to method: microhistory; and content: World War I; the second part consist of practical workshops in both archival research and the production of a website.

Readings:

Seminar Readings will be available through the class coursespaces site. The course text book is on-line: **Daniel J Cohen & Roy Rosenzweig, [⇨Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web](#). Philadelphia: University of Pennsylvania, 2005.**

Evaluation:

There will be three components to the grades for this course.

30% will be assigned to in class discussion and participation.

10% will be assigned to the creation of a basic personal website done in a timely and presentable fashion.

60% will be assigned to your research website.

Participation:

The participation grade will be mainly based on your contributions to the discussions held in class. Top participation grades will go to those who have read the assigned material, can discuss it, compare the readings and critically evaluate them. Other class participation will also be factored into this grade. As this is a workshop and seminar course, class participation is necessary. Students who miss more than two classes without a doctor's note or equivalent will receive an incomplete for the course.

Personal Website:

As practice and orientation to the web, everyone will build a simple personal website that includes at least one photo that they have scanned, at least one taken from elsewhere on the web, and at least three separate files linked together. These can be about you, your family, your dog, travels, anything. The content will not be marked but some attention will be given to the form. A new website is required even if you have already built websites. Submission on the deadline and the basic elements of a website are essential.

Research Website Assignment:

Students will be assigned to groups of 2-4 and a topic on the history of the city of Victoria 1910-20. In consultation with the instructor and where practical, members of the community, the precise topic will be developed. Teams will do archival research, plan the design of a website to present their research,

write text, acquire images and create a website which will be presented to the class and made available to the public.

Group Grade for the Website

30% research. At least a portion of the research must be from a local archive.

20% analyses

10% organization

20% presentation. (Half of this will be awarded during the class presentation. Half will be reserved for the deposit version.)

5% storyboard, 10% website critique and 5% group log (a record of team meetings, who attended, and who performed what roles)

More description of the research website will be offered later. It should model microhistory approach, be self conscious in the use of methodology and link to larger themes.

Student Grades for website assignment. Each website will receive an overall grade and that will be 50% of an individual's website assignment grade. The areas where an individual student had primary responsibility make up the other 50%.

Numerical scores are converted into letter grades using the university standard: A+ 100-90; A 85-89; A- 80-84; B+ 77-79; B 73-76; B- 70-72; C+ 65-69; C 60-64; D 50-60; E 40-49; F 0-39.

JANUARY

1.Thursday, 9 **Introduction.**
Background to the Course.
Introduction to WordPress 2:30

2.Thursday, 16 **Practical: Building a Website**

Introduction to Research Topics

Analytical: What is Digital History?

Reading:

"Promises and Perils of Digital History," from Digital History,

<http://chnm.gmu.edu/digitalhistory/introduction/>

"Becoming Digital" from Digital History , <http://chnm.gmu.edu/digitalhistory/digitizing/>

John Lutz, "The Web Gives and It Takes Away," *Canadian Historical Association Bulletin* vol. 33 n 2 (2007) 38-9.

3.Thursday, 23 **Practical: Researching World War I on the Web**

Discussion of Research Topics/Formation of Groups

Analytical: What is Microhistory? (1)

Reading:

George Iggers, "From Macro- to Microhistory: The History of Everyday Life," in *Historiography of the 20th Century*, (1997).

István Szijártó, "Four Arguments for Microhistory" *Rethinking History: The Journal of Theory and Practice*, 1470-1154, Volume 6, Issue 2, 2002, Pages 209 – 215

Naomi R.Lamoreaux, "Rethinking Microhistory: A Comment" *Journal of the Early Republic* - Volume 26, Number 4, Winter 2006, pp. 555-561

4. Thursday, 30 **Practical: Introduction to the BC Archives (meet there at 2)**

Personal Web sites Due (link emailed to instructors) by 4pm on Monday February 3rd.

FEBRUARY

5. Thursday, 6 **Practical: Orientation to UVic Special Collections WW I Collection**

Analytical: Overview of World War I

Reading: TBA

6. Thursday, 13 **READING BREAK**

7. Thursday, 20 **Practical Tools for Collaborative Work;**

Practical: Working in Groups; Facilitation Skills;

Analytical: Victoria in WWI

Reading: TBA

8. Thursday, 27 **Practical: Writing and Designing for the Web and Web Site Criteria, Team Meetings**

Reading:

"Designing for the History Web," , ⇨ [*Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.*](#)

<http://chnm.gmu.edu/digitalhistory/designing/>

Nathan Wallace, Web Writing for Many Interest Levels, (May 18, 1999) <http://www.e-gineer.com/v1/articles/web-writing-for-many-interest-levels.htm>

Practical: Beyond WordPress – What Makes the Web Work

And Team Meetings

Reading:

"Getting Started" from ⇨ [*Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.*](#) <http://chnm.gmu.edu/digitalhistory/starting/>

MARCH

9. Thursday, 6 **Practical: Finding Your Audience Using Wikipedia to your advantage**

Reading:

"Building an Audience," <http://chnm.gmu.edu/digitalhistory/audience/>

Search Engine Optimization for Smarties

<http://www.dancohen.org/2006/03/26/search-engine-optimization-for-smarties/>

Analytical: Website Critiques

10. Thursday, 13 **Practical Storyboard Presentations**
Analytical: TBA

11. Thursday, 20 **Practical: Trouble shooting your website**
Analytical: TBA

12. Thursday, 27 **Practical: Team Meetings**

APRIL

13. Thursday 3 **Presentation of Websites to Class. First Evaluation.**

14. Thursday 10 **DATE TENTATIVE Launching of Class Websites - 4 pm.**

15. Thursday 17 **Deposit Version of Website.**