

COURSE SYLLABUS



COURSE TITLE: HIST-100: Introduction to History

CLASS SECTION: 001AB

TERM: Winter 2025

COURSE CREDITS: 3

DELIVERY METHOD(S): Lectures, Seminars

Camosun College campuses are located on the traditional territories of the Łək'wəḡən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

INSTRUCTOR DETAILS

NAME: Chris Morier

EMAIL: morier@camosun.ca

OFFICE: Y320 (Ph: 250-370-3518)

HOURS: Mondays/Wednesdays, 12:30 pm to 2:30 pm; Tuesdays/Thursdays, 11:30 am to 1:30 pm

As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

CALENDAR DESCRIPTION

Examines historical enquiry and methods, reviews basic historical terminology and eras, introduces researching and writing history, and utilizes seminar experiences. While this course serves as an introduction to other history courses, all students will benefit from the critical thinking, writing, research, and oral skills taught.

PREREQUISITE(S):

One of:

- C+ in English 12
- C in Camosun Alternative **CO-REQUISITE(S):**

Not Applicable

EXCLUSION(S):

Not Applicable

COURSE LEARNING OUTCOMES / OBJECTIVES

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, students will:

1. Outline major themes and terms from world history.
2. Be introduced to a summary and analysis of the history of the writing of history.
3. Examine the methods and styles of various types of history.
4. Become familiar with research techniques and have practice finding materials, writing reviews and summaries, and organizing research material in preparation for writing term papers.

By the end of the course, through exposure to the above materials and ideas, a student will be able to:

1. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments.
2. Distinguish history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. Use history to confront the issues of today's world, establishing a context for the present and comprehending the accomplishments, failures, tensions and issues of the present era.
4. Have increased skills in research, writing, and written and oral communication.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

Articles for weekly seminars are posted on D2L. Students are encouraged to check the Hist 100 D2L page several times a week for updates and course information.

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1	Tues, 07 Jan – Introduction to Hist 100 – Welcome! Thursday, 09 Jan – Breaking the Ice (no required readings)	
Week 2	Tues, 14 Jan - Lecture 1: History and You and Me Film: <i>Inside the Statue Wars</i> (45 min.) Thurs, 16 Jan – Seminar: Article: Karen Dubinsky and Franca Iacovetta, "Murder, Womanly Virtue, and Motherhood: The Case of Angelina Napolitano," <i>Canadian Historical Review</i> 72, 4, 1991, pp. 505-531.	

Week 3	<p>Tues, 21 Jan - Lecture 2: History: The Good and the Bad Film: <i>Surviving Eugenics</i> (45 min.)</p> <p>Thurs, 23 Jan – Seminar, Article: Angus McLaren, “The Creation of a Haven for ‘Human Thoroughbreds’: The Sterilization of the Mentally Ill in British Columbia,” <i>Canadian Historical Review</i> 67, 2, June 1986, pp. 127-150.</p>	
Week 4	<p>Tues 28 Jan - Lecture 3: History and Its Battlegrounds Film: <i>Canyon War</i> (47 min.)</p> <p>Thurs, 30 Jan – Seminar, Article: Wendy Wickwire, “To See Ourselves as the Other’s Other: Nlaka’spamux Contact Narratives,” <i>Canadian Historical Review</i> 75, 1, March 1994, pp. 1-20.</p>	
Week 5	<p>Tues, 04 Feb - Lecture 4: History and Identification Film: <i>Cedar and Bamboo</i> (23 min.)</p> <p>Thurs, 06 Feb – Seminar, Article: Jean Barman, “Beyond Chinatown: Chinese Men and Indigenous Women in Early British Columbia,” <i>BC Studies</i> 177, Spring 2013, pp. 39-64.</p>	
Week 6	<p>Tues, 11 Feb – Library Workshop</p> <p>Thurs, 13 Feb – Seminar, Article: Sylvia Van Kirk, “Tracing the Fortunes of Five Founding Families of Victoria,” <i>BC Studies</i> 115/116, Autumn/Winter 1997-1998, pp. 149-179.</p>	
Week 7	Reading Week: No Classes!	
Week 8	<p>Tues, 25 Feb – Two-Hour In-Class Midterm Exam</p> <p>Thurs, 27 Feb – Seminar, Film: <i>Finding Peter Bryce</i> (22 min.)</p>	
Week 9	<p>Tues, 04 Mar – Lecture 5: History and Its Implications Lecture 6: What is Historiography?</p> <p>Thurs, 06 Mar – Seminar, Article: Braden Te Hiwi and Janice Forsyth, “‘A Rink at this School is Almost as Essential as a Classroom’: Hockey and Discipline at Pelican Lake Indian Residential School, 1945-1951,” <i>Canadian Journal of History</i> 52, 1, 2017, pp. 80-110.</p>	
Week 10	<p>Tues, 11 Mar - Film: <i>Hijacking Catastrophe: 9/11, Fear, and the Selling of American Empire</i> (73 min.)</p> <p>Thurs, 13 Mar – Seminar, Article: Andy Holmes, “Marching With Pride? Debates on Uniformed Police Participating in Vancouver’s LGBTQ Pride Parade,” <i>Journal of Homosexuality</i> 68, 8, 2021, pp. 1320-1352.</p>	
Week 11	<p>Tues, 18 Mar - Lecture 7: History and Its Uses Film: <i>Throwaway Citizens</i> (30 min.)</p>	

	Thurs, 20 Mar – Seminar, Article: Daniel Heidt, “Howard Charles Green and the Japanese Canadians,” <i>BC Studies</i> 164, Winter 2009/10, pp. 31-50.	
Week 12	Tues, 25 Mar - Lecture 8: Researching a History Essay Film: <i>Mixed Up in the Middle East</i> (50 min.) Thurs, 27 Mar – Seminar, Article: Allan Downey and Susan Neylan, “Raven Plays Ball: Situating ‘Indian Sports Days’ within Indigenous and Colonial Spaces in Twentieth-Century Coastal British Columbia,” <i>Canadian Journal of History</i> 50, 3, Winter 2015, pp. 442-468.	
Week 13	Tues, 01 Apr - Lecture 9: Writing a History Essay Lecture 10: Finishing Touches Thurs, 03 Apr – Seminar, Article: Chandrima Chakraborty, “Contagious Minorities: Chinese Canadians During the COVID-19 Pandemic,” <i>Journal of Canadian Studies</i> 56, 3, 2022, pp. 393-409.	
Week 14	Tues, 08 Apr - Lecture 11: Looking Forward and Looking Back Thurs, 10 Apr – Seminar, Article: Megan J. Davis, “Women Unafraid of Blood: Kootenay Community Midwives, 1970-90,” <i>BC Studies</i> 183, Autumn 2014, pp. 11-36.	
Final Exam, Date TBA	April 14 - 25 Final Exam Period	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessiblelearning/exams.html).
<http://camosun.ca/services/accessiblelearning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION		WEIGHTING
Article Analysis (pre-midterm)		15%
Midterm Exam	Tuesday, 25 Feb	25%
Article Analysis (post-midterm)		15%
Seminar Participation	Ongoing: Weeks 2-14	20%
Final Exam	Date: TBA	25%
	TOTAL	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

COURSE GUIDELINES & EXPECTATIONS

Article Analyses (2 X 15% each = 30% of final grade)

Most weeks in the Hist 100 Winter Term you will be reading an article related to lecture material. We will gather on Thursdays, in seminar, to discuss those articles.

Students will be required to submit 2 article analyses in the Winter Term, one before the midterm, and one after. The analyses are due on the Thursday that the particular article is up for seminar discussion. I have prepared a sign-up sheet for these assignments, and you must sign up for the articles for which you will write your analyses. If late, they will be penalized at a rate of 10% per day overdue. So, to be clear:

Prior to the midterm, you will be reading five articles (see lecture schedule). Out of those 5 options, you will write and submit an analysis of one of them.

In the weeks after the midterm, you will be reading six articles (see lecture schedule). Out of those 6 options, you will write and submit an analysis of one of them.

Each analysis should be between 400-500 words. A solid submission will assess the strengths and weaknesses of the article, identify its thesis and main arguments, address its sources, and comment on its relevance alongside other History 100 material.

I have provided you with an example of an article analysis (look under “Content” in the Hist 100 D2L site). Note that you will need to read the articles closely and provide sophisticated comments in your analyses. So avoid generalities like “In this article, the historian shows that Canadian women’s lives in the 1930s were difficult.” A much more nuanced description would be “The article demonstrates that factors such as class, race, and gender impacted the lives of Canadian women in the 1930s.” See the difference?

If you find that you’re struggling with the assigned articles and/or your written assessments, please contact me via phone or email and we can brainstorm together. History articles can be difficult for newcomers to the field, but with regular practice and tenacity, your History “muscles” will grow.

As you’re reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 100. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your own writing. To falsely claim authorship of someone else’s ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History assignment. The ‘Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers’ Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources.

CHATGTP AND AI: Technology has been transforming learning environments for centuries. There is no doubt that Artificial Intelligence will provide both problems and opportunities for students and instructors. AI has its limitations, however, and nothing can replace genuine learning and growth. Take another look at the Course Learning Outcomes/Objectives on p. 2 of this outline. Notice that students’ personal skills and development are prioritized. Written work that you submit in Hist 100 must be your own. If requested by your instructor, you must be able to produce your research, outlines, rough drafts, etc. I may also withhold an assignment’s grade until after we have a chat about the mechanics and methodology and construction of your project. Grades will reflect the extent that Learning Outcomes have been achieved.

LATE PENALTIES AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm, and assignments must be submitted to me in class on their due dates (otherwise they are considered late). No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your assignment is late because of illness or emergency, the penalty will be waived, but you may be asked to submit a note from a health practitioner. Computer/printer/wifi problems will not be accepted as a valid excuse for a late submission. Late work will be graded thoroughly, but due to time constraints, it might not have extensive instructor comments. No assignment will be accepted after the final class on Thursday, 10 April. Please do not hesitate to see me if you’re having any problems with the assignments.

Mid-term Exam

There will be a two-hour in-class midterm exam on **Tuesday, 25 February**. The exam is worth 25% of your final grade. We will discuss the exam in more detail in class as the big day gets closer.

Seminar Participation

You will be assigned to a seminar group, and your group will meet thirteen times over the Winter Term. Participation marks are worth 20% of your final grade. Marks will be calculated on Thursday, 10 April (after the last seminar).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

Students who miss more than three seminars will forfeit their entire participation mark. Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

Lively and rewarding seminars require the contribution and participation of all group members. Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

Final Exam

There will be a two-hour final exam in April (the final exam period runs from April 14-25). The test will be non-cumulative. I have no control over when the exam will take place, **so do not make summertime plans until you have your exam date!** The exam is worth 25% of your final grade.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and

assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Academic Advising	http://camosun.ca/advising
Accessible Learning	http://camosun.ca/accessible-learning
Counselling	http://camosun.ca/counselling
Career Services	http://camosun.ca/coop
Financial Aid and Awards	http://camosun.ca/financialaid
Help Centres (Math/English/Science)	http://camosun.ca/help-centres
Indigenous Student Support	http://camosun.ca/indigenous
International Student Support	http://camosun.ca/international/
Learning Skills	http://camosun.ca/learningskills
Library	http://camosun.ca/services/library/
Office of Student Support	http://camosun.ca/oss
Ombudsperson	http://camosun.ca/ombuds
Registration	http://camosun.ca/registration
Technology Support	http://camosun.ca/its
Writing Centre	http://camosun.ca/writing-centre

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#)

(CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of

when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-servicesand-support/e-2.9.pdf> and camosun.ca/sexual-violence. To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-3703841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.