

COURSE SYLLABUS



COURSE TITLE: HIST-100-Introduction to History

CLASS SECTION: D001

TERM: 2024F

COURSE CREDITS: 3

DELIVERY METHOD(S): Online / Asynchronous

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Chris Morier

EMAIL: morier@camosun.ca

OFFICE: Young 320

HOURS: Mon/Wed 2:30 pm – 3:30 pm; Tues/Thurs 10:30 am – 12:30 pm; or by appointment

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):

EQUIVALENCIES:

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:

Outline major themes and terms from world history.

Be introduced to a summary and analysis of the history of the writing of history.

Examine the methods and styles of various types of history.

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:

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.

Distinguish history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.

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.

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 (Sept 3-6)	Introduction Video: Welcome to History 100! Lecture 1: History: Why We Study the Past 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.	

	<p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 06 September. (You probably won't have time to consider this option.)</p>	
<p>Week 2 (Sept 9-13)</p>	<p>Lecture 2: History: The Good and the Bad Film: <i>Inside the Statue Wars</i></p> <p>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> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 13 September.</p>	
<p>Week 3 (Sept 16-20)</p>	<p>Lecture 3: History and Its Battlegrounds Film: <i>Cedar and Bamboo</i></p> <p>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> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 20 September.</p>	
<p>Week 4 (Sept 23-27)</p>	<p>Lecture 4: History and Identification</p> <p>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> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 27 September.</p>	
<p>Week 5 (Nov 1-4)</p>	<p>Lecture 5: History and Its Implications Film: <i>Mixed Up In The Middle East</i></p> <p>Article: Patrick Dunae, "Making the Inscrutable, Scrutable: Race and Space in Victoria's Chinatown, 1891," <i>BC Studies</i> 169, Spring 2011, pp. 51-80.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 04 October.</p>	
<p>Week 6 (Oct 7-11)</p>	<p>Lecture 6: What is Historiography?</p> <p>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>	

	<p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 11 October.</p>	
<p>Week 7 (Oct 15-18)</p>	<p>Film: <i>Hijacking Catastrophe: 9/11, Fear, and the Selling of American Empire</i></p> <p>Article: John Hinde, "'Stout Ladies and Amazons': Women in the British Columbia Coal-Mining Community of Ladysmith, 1912-14," <i>BC Studies</i> 114, Summer 1997, pp. 33-57.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 18 October.</p>	
<p>Week 8 (Oct 21-25)</p>	<p>**Midterm Exam/Assignment**</p> <p>Completed midterm exam must be emailed to me on Friday, 25 October.</p>	
<p>Week 9 (Oct 28 – Nov 1)</p>	<p>Lecture 7: History and Its Uses</p> <p>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> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 01 November.</p>	
<p>Week 10 (Nov 4-8)</p>	<p>Lecture 8: Researching a History Essay Film: <i>Throwaway Citizens</i></p> <p>Article: Daniel Heidt, "Howard Charles Green and the Japanese Canadians," <i>BC Studies</i> 164, Winter 2009/10, pp. 31-50.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 08 November.</p>	
<p>Week 11 (Nov 12-15)</p>	<p>Lecture 9: Writing a History Essay</p> <p>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.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 15 November.</p>	
<p>Week 12 (Nov 18-22)</p>	<p>Lecture 10: Your History Essay – Putting It Together</p>	

	<p>Film: <i>What's So Great About Garry Oaks?</i></p> <p>Article: Matt Cavers, "'Victoria's Own Oak Tree': A Brief Cultural History of Victoria's Garry Oaks After 1843," <i>BC Studies</i> 163, Autumn 2009, pp. 63-85.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 22 November.</p>	
Week 13 (Nov 25-29)	<p>Film: <i>The Shock Doctrine</i></p> <p>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> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 29 November.</p>	
Week 14 (Dec 2-6)	<p>Lecture 11: Looking Forward and Looking Back</p> <p>Article: Megan J. Davis, "Women Unafraid of Blood: Kootenay Community Midwives, 1970-90," <i>BC Studies</i> 183, Autumn 2014, pp. 11-36.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 06 December.</p>	
Week 15 (Dec 9-13) Final Exam	<p>**Final Exam/Assignment</p> <p>Completed final exam must be emailed to me on Friday, 13 December.</p>	

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 noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html).
<http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
1 st Article Analysis (pre-midterm)	15%
Midterm Exam	Week 8 25%

2 nd Article Analysis (post-midterm)		15%
3 rd Article Analysis (post-midterm)		20%
Final Exam	Week 15	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 (3 in total – 1 pre-midterm; 2 post-midterm; total percentage weight: 50%)

Most weeks in the Hist 100 Fall Term you will be reading an article related to lecture material. In an in-person class, you would be discussing these readings in weekly seminars and getting a seminar participation grade for your efforts. In this online class, however, you will be writing analyses of the articles and submitting them to me via e-mail.

The analyses are due on the Friday at the end of each week. If late, they will be penalized at a rate of 10% per day overdue. You will need to submit 1 analysis in the weeks before the midterm, and 2 analyses in the weeks after the midterm. So, to be clear:

Prior to the midterm, you will be reading seven articles (see lecture schedule). Out of those 7 options, you will write and submit an analysis of one of them (you choose which one).

In the weeks after the midterm, you will be reading six articles (see lecture schedule). Out of these 6 options, you will write and submit analyses of two of them (you choose).

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 projects’ 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 project. Late work will be graded thoroughly, but due to time constraints, it may not have extensive instructor comments. No assignment will be accepted after December 6th. Please do not hesitate to contact me if you're having any problems with the assignments.

Mid-term Exam (25% of final grade)

This midterm reflection/exam will happen in Week Eight of the class (October 21-25). You will receive the exam via D2L on Monday, the 21st; you will submit your completed exam to me on Friday, the 25th.

Final Exam (25% of final grade)

There will be a final reflection/assignment/exam after Week Fourteen of Hist 100. It will focus on material covered after the midterm. Similar to the midterm, you will receive the exam and then have a few days to prepare your response.

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 camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

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 Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines:

<https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/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 <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

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 (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

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 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 Policy: <https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

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 <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

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.

