

HISTORY 100 - FALL 2002

Karl Marx once said that history does repeat itself, the second time as farce.

History is temporarily useful to those who wilfully misinterpret it, but genuinely useful only to those who make an effort to understand it.

Colin Gordon, UBC Historian

INSTRUCTOR INFORMATION

Clarence Bolt, Young 319, 370-3347
e-mail: cbolt@camosun.bc.ca

INTENDED LEARNING OUTCOMES

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

1. be introduced to 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, the student should

1. 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.
2. have gained an appreciation of history as a distinct academic discipline, understanding its unique outlook, scope and methods and what distinguishes it from other disciplines.
3. be able to 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 developing skills in research, writing, and written and oral communication.

REQUIRED MATERIALS

Lecture Package

Seminar Package

Historiography

A Short Guide to Writing about History, by Richard Marius and Melvin E. Page

COURSE CONTENT AND SCHEDULE

The first part of each lecture will deal with the topic listed awhile the second half will deal with the Bibliographic Exercise and Interpretive Inquiry. Attendance will be taken at seminars.

Sept. 4	Introduction. Library Orientation
Sept. 9	Seminar Lesson 1
Sept. 11	Lecture Lesson One Civilization and Traditional Societies
Sept. 16	Seminar Lesson 2
Sept. 18	Lecture Lesson Two Classical Civilizations, Historiography, pp. 1-8
Sept. 23	Seminar Lesson 3

Sept. 25	Lecture Lesson Three Post-Classical Civilizations, Historiography, pp. 9-13
Sept. 30	Seminar Lesson 4 and 5
Oct. 2	Lecture Lesson Four A New World Economy, Historiography, pp. 14-16
Oct. 7	Test One
Oct. 9	Lecture Lesson Five The World's First Industrial Period
Oct. 14	Thanksgiving
Oct. 16	Lecture Lesson Six The Contemporary World <u>Bibliographic Exercise Due -- Start Interpretive Inquiry</u>
Oct. 21	Seminar Lesson 6
Oct. 23	Lecture: Historiography, pp. 17-25
Oct. 28	Seminar Lesson 7
Oct. 30	Lecture: Historiography, pp. 25-28
Nov. 4	Test Two
Nov. 6	Lecture: Historiography, pp. 28-34
Nov. 11	Remembrance Day
Nov. 13	Lecture: Historiography, pp. 34-40
Nov. 18	Seminar Lesson 8
Nov. 20	Lecture: Historiography, pp. 40-48
Nov. 25	Seminar Lesson 9 and 10
Nov. 27	Lecture: Historiography, pp. 48-56
Dec. 2	Seminar In-class work, "Doing History."
Dec. 4	Lecture Lesson Seven Globalism and the New World Order Interpretive Inquiry Due

Test Three in Exam Period

STUDENT ASSESSMENT (ASSIGNMENTS)

*Bibliographic Exercise (attached)	35%
Tests	30%
In-class Assignment	10%
**Interpretive Inquiry	25%

**This assignment will be an examination of a number of contemporary issues. The student will create and maintain a portfolio on one of the issues, according to instructions given by the instructor. These will be handed in regularly and marked. There will be a final, short paper required on the issue.

GRADING SYSTEM

A+ = 95-100	B- = 70-74
A = 90-94	C+ = 65-69
A- = 85-89	C = 60-64
B+ = 80-84	D = 50-59
B = 75-79	F = 0-49

BIBLIOGRAPHIC EXERCISE

Pick a topic and follow the guidelines and assignment-date schedule below.

CCF

women's history
Arab Israeli conflict
Middle East Crisis
AIDS epidemic
Cold War
Quebec separatism 1960
neo-conservatism
First Nations culture/politics
the end of the Soviet Union
the fur trade in Canada
the railway era in Canada (1850-1920)
European Economic Community

NAFTA

trade unions
immigration to Canada
China since 1949
apartheid in South Africa
colonialism in Africa
Vietnam War
Gulf War
globalization
environmentalism
terrorism
globalization
suffrage movements

For those interested in a BC angle, the following are possibilities:

Indian Reserve Commission, 1876-1880,
and 1880-1905
James Douglas Treaties
Native fisheries
Residential schools
BC Treaty Talks
Potlatch Laws
McKenna McBride Commission, 1913-16
Anglican Missions
Forestry in BC
Social Credit
NDP
Missions
Colonial correspondence
Hudson's Bay Company records
Doukhobors
Chinese and Japanese immigration
Department of Indian Affairs
forestry
unions
Child welfare policies and practices
Liberal Party of BC
fish farming

Note: these are only suggested topics. Any topic chosen must be approved by the instructor by the end of the second week of classes. Note also that late work, without an appropriate reason for being so, will result in no mark for that portion of the assignment. Regardless, all parts of the assignment must be completed and handed in. Previous work must accompany each assignment in order for it to be graded.

1. Topic

A. Using the reference section of the library, define the topic. Obviously, the list is general, and the focus must be on a narrow aspect of the chosen topic.

Take for example, the potlatch along the northwest coast of North America. This is a topic that has long roots in history and tradition, has been the subject of legislation, continued despite restrictions, has change and continuity with the past, and so forth. Possible narrowed choices: 1. literature and traditions on potlatching before Europeans arrived on the coast, 2. legislative attempts to control it, 3. Native responses to government controls, 4. the roles of the various churches, or 5. current potlatching. The point: there are numerous approaches to each topic and you must get instructor approval before you are too far along.

LENGTH: 100 words

B. Find six books and three articles.

Using the catalogue system in the library, find six books either completely devoted to your topic or with substantial references to it. If you have difficulty finding six books, you may have to revise your topic by broadening it or you may have to select an entirely different one. Since content may not live up to what the titles suggest, it is helpful to find a dozen or more titles, locate the books in the stacks, skim them for content, and then select the six that will best fit the topic.

You will then find three articles (12 pp. min.) related directly to the narrowed topic (above) using the methods described in the library orientation. Follow the same procedure as with the books. Locate five or six, locate them in the stacks, skim them for content, and select the three that will best fit the topic. *National Geographic*, news magazines, *Life*, *Reader's Digest*, and other such popular magazines are not appropriate.

The articles must be from respected and established periodicals.

A hint: you may want to find your books and articles before completing Part A.

FORMAT

Name of Student:

Subject:

A proper bibliography for all books and articles For information on proper style, see *A Short Guide to Writing About History*.

1. A and B are DUE Sept. 16

VALUE: 7%

2. Article Review

Having scanned the three articles, the student will select the one most relevant to the topic and write a 300 word review according to the following format:

--paragraph one--identify the thesis (theme or argument) of the article

--paragraph two--describe how it was put together, analyze the sources, and explain the style of the argument

--paragraph three--evaluate the thesis and the method, sources, and style.

The article must be photocopied and attached to the review.

DUE: Sept. 23

VALUE: 7%

3. Books.

From your short list of six, select the three best books relating directly to the topic, skim them (more thoroughly than the first time), and explain why or why not they might be useful for an essay on this topic. Usefulness and value is to be determined on the basis of both the author's argument and the book's content. Your mark will be partially determined by the book's usefulness.

For one of the three titles, find a book review, and give a brief summary of the reviewer's opinion of the book.

FORMAT: Once again, use proper bibliographic style to list titles, including that of the review. For each book, the student will add a short paragraph of not more than 100 words explaining his/her opinion of the book's usefulness.

DUE: Sept. 30

VALUE: 8%

4. Short Paper with Thesis.

A. The student will create a short essay of not more than 750 words which will consist of a thesis paragraph on the topic, a body of several paragraphs which will support the thesis by offering both supporting and (apparently) contradicting evidence, and a concluding paragraph. A thesis paragraph, while giving historical and contextual information on the topic, explains what the information means.

For example, here is a possible thesis for Stalin's role in the cold war: "While American historians generally view Stalin-led, Soviet actions in Eastern Europe as the main catalyst for starting the cold war after World War II, Soviet occupation of Eastern Europe was a direct response to the belligerent, postwar actions of the United States President, Harry S. Truman. Truman refused to accept Soviet security needs, particularly for a buffer zone between Germany and the USSR. Instead, he and his government insisted upon nothing less than US-style democracies in Eastern Europe, a prospect which Stalin could hardly accept. "

DUE: Oct. 16

VALUE: 13%

****Please note that you may submit proposals and drafts any time before due dates for my comment. However, work must be handed in before class on that date. Late work will not be accepted. All parts of the Bibliographic exercise must be completed to gain a passing mark in the course. Each part must be handed in each time in order for the work to be graded. Use a file folder or some similar organizer to keep your work together.**

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Sept. 10	Lecture Lesson One Civilization and Traditional Societies Seminar Lesson 1
Sept. 17	Lecture Lesson Two Classical Civilizations, Historiography, pp. 1-8 Seminar Lesson 2
Sept. 24	Lecture Lesson Three Post-Classical Civilizations, Historiography, pp. 9-13 Seminar Lesson 3
Oct. 1	Lecture Lesson Four

A New World Economy, Historiography, pp. 14-16
Seminar Lesson 4

Oct. 8 Lecture Lesson Five
The World's First Industrial Period
Seminar Lesson 5

Oct. 15 Lecture Lesson Six
The Contemporary World
Seminar Lesson 6

Bibliographic Exercise Due -- Start Interpretive Inquiry

Oct. 22 **Mid-Term**

Oct. 29 Historiography, pp. 17-28
Seminar Lesson 7

Nov. 5 Historiography, pp. 28-34
Seminar Lesson 8

Nov. 12 Historiography, pp. 34-40
Seminar Lesson 9

Nov. 19 Historiography, pp. 40-48
Seminar Lesson 10

Nov. 26 Lecture Lesson Seven
Globalism and the New World Order
In-class Essay, "Doing History"

Dec. 3 **Test Two** (including Historiography, pp. 48-56)
Interpretive Inquiry due

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Tests 30%

In-class Assignment 10%

**Interpretive Inquiry 25%

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Middle East Crisis
AIDS epidemic
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Quebec separatism 1960
neo-conservatism
First Nations culture/politics
the end of the Soviet Union
the fur trade in Canada
the railway era in Canada (1850-1920)
European Economic Community

NAFTA

trade unions
immigration to Canada
China since 1949
apartheid in South Africa
colonialism in Africa
Vietnam War
Gulf War
globalization
environmentalism
terrorism
globalization
suffrage movements

For those interested in a BC angle, the following are possibilities:

Indian Reserve Commission, 1876-1880,
and 1880-1905
James Douglas Treaties
Native fisheries
Residential schools
BC Treaty Talks
Potlatch Laws
McKenna McBride Commission, 1913-16
Anglican Missions
Forestry in BC
Social Credit
NDP
Missions
Colonial correspondence
Hudson's Bay Company records
Doukhobors
Chinese and Japanese immigration
Department of Indian Affairs
forestry
unions
Child welfare policies and practices
Liberal Party of BC
fish farming

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