

HISTORY 100 - Fall 2004

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

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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

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

STUDENT ASSESSMENT (ASSIGNMENTS)

Mid-term and Final Examination	40%
Seminar Presentations and Participation	10%
Comparative History Project	20%
Bibliographic Exercise	30%

A. Mid-term and Final

Details will be handed out well in advance.

B. Seminar Presentations and Participation

Each student will be expected to do a couple of brief seminar presentations. Grading will also be done on general participation. More than three absences from seminars will mean a forfeiture of this portion of the student's grade.

C. Comparative History Project

For the first part of the course, lectures will present a brief overview of major historical developments over the past 12,000 years. Generally, human beings deal with the questions of life

and meaning in similar, universal, ways. Nonetheless, until recently, there has not been homogeneity with respect to the varying forms of social, political, technological, and religious responses to these questions. These differences have often prompted people to insist that their particular expressions of universal themes are the only correct ones. Often, this is the result of not understanding how and why others live as they do.

This assignment asks the student, through the use of reference books, web-sites, archeological students, anthropological/historical accounts, and any other reliable sources, to develop an introductory historical awareness of developments in the following areas:

1. Central/South Mexico

2. the Pacific Northwest

The topics will be integrated into the lectures of the first half of the course. The idea is to put developments in these areas into the context of those in other parts of the world. A key point -- as we have noted, the world is not a homogeneous place and, even in the Americas, there was no one way of life or perspective.

Answer the following on the above areas (due on date assigned)

1. For Sept. 22,

Go back to 2000 BCE (i.e., 4000 years ago). What type of societies did one find in these areas? How were they organized politically? How did most people make their living? What were the dominant forms of technology? What type of diet was common to both areas? Where were the populations concentrated in each of these areas?

2. For Oct. 6

Go back to the year 0 (i.e., 2000 years ago). What type of societies did one find in these areas? How were they organized politically? How had they changed/remained similar socially and politically from what you described in the previous era? How did most people make their living? What were the dominant forms of technology? What type of diet was common to both areas? Where were the populations concentrated in each of these areas?

3. For Oct. 20

Go back to 1850 CE (i.e., 250 years ago). What type of societies did one find in these areas? How were they organized politically? How had they changed/remained similar socially and politically from what you described in the previous era? How did most people make their living? What were the dominant forms of technology? What type of diet was common to both areas? Where were the populations concentrated in each of these areas?

The assignments must be done on time; that is, they must be handed in before class on the due date. Each is worth 10 marks; however, I will select the best two in calculating your final grade. To obtain any marks, all three must be completed.

D. Bibliographic Exercise

Your assignment is to pick a topic from the list below and find a number of sources on that topic, following the guidelines and assignment-date schedule.

terra cotta warriors

Oka

pyramids

Quebec separatism

the fall of the Aztecs

Saddam Hussein

Columbus

Sikhism

the fall of Rome

Iroquois Confederacy

the Great Wall of China

missionaries in BC

India's caste system

Indian Act

feminism
Social Credit
immigration to Canada
China since 1949
apartheid in South Africa
colonialism in Africa
Vietnam War
Gulf War
First Nations in Canada's military
fish farms
OPEC
creation of modern Israel
AIDS epidemic
North Korea since 1952
Nisga'a Treaty
European Economic Community (origins)
NAFTA
Doukhobors in BC

World Trade Organization
Green Peace
Omar Khadafi
BC Treaty Talks
Potlatch Laws
origin of Great World Religions
1. Hinduism
2. Judaism
3. Buddhism
4. Islam
Project for the New American Century
Gandhi
Protestant Reformation
1. Martin Luther
2. John Calvin
crusades

1. Topic

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

For example, Christopher Columbus. One could examine why Europeans went out on the oceans at the time, look at the voyages themselves, evaluate the impact on the Americas, explain the change in food and diet around the world as a result of the encounter, or any such other relevant topic. The summary should focus on the topic of your research.

LENGTH: 150 words max.

B. Find an Article an article (12 pp. min.) related directly to the narrowed topic (above). Since the content may not live up to the title, select 4 or 5 articles, locate them, skim them for content, and select the one that best fits the topic. The articles are from respected and established periodicals. *National Geographic*, news magazines, *Life*, *Reader's Digest*, and popular magazines are not appropriate.

FORMAT

Name of Student:

Subject:

Full name of Author:

Full Title of Article:

Full Title of Journal:

Date of Publication, vol. and page nos.:

1. DUE Nov. 3

VALUE 7%

2. Review

Using the following format, the student will write a 300 word review on the chosen article:

--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.

FORMAT: Three paragraphs, double spaced, with a bibliographic entry for the article.

DUE: Nov. 10
VALUE: 8%

3. Books.

Find three books relating directly to the topic, skim them, and explain why or why not they might be useful for an essay on this topic. Usefulness is to be determined on the basis of both the author's argument and the book's content. For that reason, pull out ten books on the topic before selecting the best three.

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

FORMAT: 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 for the topic.

DUE: Nov. 24
VALUE: 10%

4. Thesis statement.

A. The student will create a thesis paragraph on the topic (see Marius and Page).

An example, a possible thesis for Columbus:

"Columbus' late fifteenth century 'voyages of discovery' have generated many interpretations, ranging from those who see the coming of Europeans to the Americas as 'genocide' to those who argue that the inclusion of the Americas into the world trade system revolutionized and enhanced dietary habits and technological production in all parts of the globe. Both views have elements of validity. Over the next two centuries, global diets improved, technology enhanced the lives of more and more people, and cultural exchange resulted in economic, social and political innovation. However, a demographic catastrophe accompanied these changes for Natives of the Americas. Generally inadvertently, by 1600, outside diseases had decimated many indigenous populations. For survivors, material gain did not outweigh personal costs."

DUE: Dec. 6
VALUE: 5%

****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.**

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

COURSE CONTENT AND SCHEDULE

Sept. 8	Introduction. Assignments Explained, Library Orientation
13	Seminar Lesson 1
15	Lecture Lesson 1, <i>Early Complex Societies</i>
20	Seminar Lesson 2

- 22 Lecture Lesson 2, *Classical Societies*
Comparative History Project - 1
- 27 Seminar Lesson 3
- 29 Lecture Lesson 3, *The Post-Classical Period*
- Oct. 4 Seminar Lessons 4,5
- Oct. 6 Lecture Lesson 4, *A New World Economy*
Comparative History Project - 2
- 11 Thanksgiving Day
- 13 Lecture Lesson 5, *Industry and Empire*
- 18 Seminar Lesson 4,5
- 20 Lecture Lesson 6, *The Contemporary World*
Comparative History Project - 3
- 25 Seminar Lesson 6
- 27 **Mid-term**
- Nov. 1 Seminar Lesson 7 (field trip)
- 3 Lecture Lesson 7, *Historiography*, pp. 1-14
Bibliographic Exercise - topic
 Bring Marius and Page to class
- 8 Seminar Lesson 8
- 10 Lecture Lesson 8, *Historiography*, pp. 15-23
Bibliographic Exercise - article review
 Bring Marius and Page to class
- 15 Seminar Lesson 9
- 17 Lecture Lesson 9, *Historiography*, pp. 21-29
 Bring Marius and Page to class
- 22 Seminar Lesson 10
- 24 Lecture Lesson 10, *Historiography*, pp. 30-35
Bibliographic Exercise - books
 Bring Marius and Page to class
- 29 Seminar Lesson 11

Dec. 1 Lecture Lesson 11, *Historiography*, pp. 36-47
 Bring Marius and Page to class

6 Seminar Free-for-all

Bibliographic Exercise - thesis

8 Lecture Lesson 12, *Historiography*, pp. 48-55

Two hour Test in Exam Period