

	<p>School of Arts & Science HUMANITIES DEPARTMENT</p> <p>HIST 100-01 Introduction to History 2006F</p>
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COURSE OUTLINE

The Approved Course Description is available on the web @ _____

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended students keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:			
(c)	Location:	Young 319		
(d)	Phone:	370-3347	Alternative Phone:	
(e)	Email:	cbolt@camosun.bc.ca		
(f)	Website:			

2. Intended Learning Outcomes

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

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, the student should 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.

3. Required Materials

(a)	Texts	<i>A Short Guide to Writing about History</i> , by Richard Marius and Melvin E. Page
(b)	Other	

4. Course Content and Schedule

(Can include: class hours, lab hours, out of class requirements and/or dates for quizzes, exams, lectures, labs, seminars, practicums, etc.)

COURSE CONTENT AND SCHEDULE

Sept. 6	Introduction. Assignments Explained, History as a Discipline Marius and Page (MP), ch. 1
11	Seminar, Library Tour
13	Lecture, <i>Recording the Past Truthfully</i> Coursepack Section 1, MP, ch. 2
18	Seminar, Kennewick Man, Assignment Explained
20	Lecture, <i>Sources and How to Use Them</i> Coursepack, Section 1, MP, chs. 4-6
25	Seminar, Kennewick Man (con't)
27	Lecture, <i>In-class exercise</i> Coursepack, Sections 1 and 5
Oct. 2	Seminar, Kennewick Man (con't)
4	Lecture, <i>World History in Brief</i> (Agricultural, Classical and Post-Classical Eras) Coursepack, Section 2
9	Thanksgiving Day
11	Lecture, <i>World History in Brief</i> Coursepack, Section 2 (the rest)
16	Seminar, Kennewick Man, Assignment Due History Mysteries, Assignment Explained
18	Lecture, <i>Historiography</i> Coursepack, Section 3, pp. 15-23
23	Seminar, History Mysteries (con't)
25	Lecture, <i>Historiography</i> Coursepack, Section 3, pp. 24-35
30	Seminar, History Mysteries (con't)
Nov. 1	Lecture, <i>Historiography</i> Coursepack, Section 3, pp. 35-46
6	Seminar, History Mysteries, Assignment Due Bibliographic Exercise Explained
9	Lecture, <i>Historiography</i> Coursepack, Section 3, pp. 47-end
13	Seminar, Remembrance Day Holiday
15	Lecture, Doing Indigenous History -- Bruce Trigger's 'Idea' Coursepack, Section 4
20	Seminar, Bibliographic Exercise Explained
22	Lecture, Test

27	Seminar, Bibliographic Exercise, Part One Due
29	Lecture, Film
4	Seminar, Review Discussion
6	Bibliographic Exercise, Part Two Due

5. Basis of Student Assessment (Weighting)

(Should be linked directly to learning outcomes.)

In-class exercise, Sept. 27	15%
Test, Nov. 22	25%
Seminar Presentations and Participation	10%
Research Projects (15% each)	30%
Bibliographic Exercise	20%

A. Quiz and Test

On September 27, students will be quizzed on Lecture and Reading material from Sept. 6-20. The Nov. 22 test will cover Lecture and Reading material between that date and Nov. 15. Details will be handed out well in advance. There is no final exam.

B. Seminar Presentations and Participation

Each student will be expected to contribute orally in seminars and will be graded accordingly. More than three absences from seminars will forfeit this portion of the grade.

C. Research Projects

1. Kennewick Man (15%)
2. Historical Mysteries (15%)

Details for each will be handed out and assignments developed as we proceed.

D. Bibliographic Exercise

1. Topic (list attached) and Sources

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, should one choose to write about Christopher Columbus, the focus should not be on his whole life but on some aspect of it. One could, e.g., examine why Columbus went out on the oceans, what each voyage did, how the voyages impacted the Americas, how food production and diet around the world changed as a result of the encounter, or such relevant topics. The summary should focus on the **topic** of your research -- who, what, when, where, and how but not why. WHY is reserved for your thesis statement.

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.

C. 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 include a photocopy of the title page, a photocopy of the table of contents, and a short statement explaining why the book is useful for the topic.

DUE Nov. 27

VALUE : 10 marks

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 proper bibliographic citation for the article (see Marius and Page).

DUE: Dec. 4

VALUE: 10 marks

6. Grading System

(No changes are to be made to this section, unless the Approved Course Description has been forwarded through EDCO for approval.)

Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
95-100	A+		9
90-94	A		8
85-89	A-		7
80-84	B+		6
75-79	B		5
70-74	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at camosun.ca or information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.

CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.
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7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

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

Possible topics -- Bibliographic Exercise (feel free to run others by me for approval)

terra cotta warriors
pyramids
the fall of the Aztecs
Columbus

the fall of Rome
the Great Wall of China
India's caste system
Oka
Quebec separatism
Saddam Hussein
Sikhism
Iroquois Confederacy
missionaries in BC
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