



HIST 100

Introduction to History

Fall, 2007

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

1. Instructor Information

(a)	Instructor:	Clarence Bolt		
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2. 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. 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

Course Pack

Rampolla, *A Pocket Guide to Writing in History*

Note Cards

4. Course Content and Schedule

Sept. 5	Introduction. Workload Explained, History as a Discipline
10	Seminar, Library Tour
12	Lecture, <i>Introduction to the Discipline of History</i> Course Pack Section 1, pp. 1-9 <i>Pocket Guide</i> , ch. 1
17	Seminar, Canadian Mystery: Klatsassin and the Chilcotin War
19	Lecture, <i>Primary Sources</i> Course Pack, Section 1 <i>Pocket Guide</i> , ch. 2, pp 6-13

- 24 Seminar, Canadian Mystery: Klatsassin and the Chilcotin War (con't)
 26 Lecture, *Secondary Sources*
 Course Pack, Section 1
Pocket Guide, ch. 2, pp 14-24
- Oct. 1 Seminar, Canadian Mystery: Klatsassin and the Chilcotin War (con't)
 3 Lecture, Typical Assignments in History
Pocket Guide, ch. 3
- 8 Thanksgiving Day Holiday
 10 Test One, Section 2, *Doing History*
- 15 Seminar, Canadian Mystery: Klatsassin and the Chilcotin War (con't)
 17 Lecture, Types of Papers
 Course Pack, Section 3
- 22 Seminar, Canadian Mystery: Klatsassin and the Chilcotin War (con't)
 24 Lecture, *Writing a Research Paper*
Pocket Guide, chs. 5-7
- 29 Seminar, Canadian Mystery: Klatsassin and the Chilcotin War (con't)
 31 Lecture, *World History Overview*
 Course Pack, Section 4
- Nov. 5 Seminar, Canadian Mystery: Klatsassin and the Chilcotin War (con't)
 7 Lecture, *Doing Native History* -- Bruce Trigger's 'Idea'
 Course Pack, Section 5
- 12 Remembrance Day Holiday
 14 Lecture, Historiography
 Course Pack, Section 6, pp. 15-23
- 19 Seminar, Klatsassin and the Chilcotin War, **Final Assignment Due**
 21 Lecture Historiography
 Course Pack, Section 6, pp. 24-35
- 26 Seminar, Kennewick Man
 28 Lecture Historiography
 Course Pack, Section 6, pp. 35-43
- Dec. 3 Seminar, Kennewick Man, **Assignment Due**
 5 Lecture, Historiography and Wrap-up
 Course Pack, Section 6, pp. 43-end

Final in Exam Period

5. Basis of Student Assessment (Weighting)

- | | |
|----------------------------|------------|
| A. Two tests | 30% |
| B. Canadian Mystery | 45% |
| C. Kennewick Man | 15% |
| D. Participation | 10% |

A. Two Tests, details of which will be handed out in advance.

B. Research Project -- Canadian Mystery -- *We Do Not Know his Name: Klatsassin and the Chilcotin War*

This event was/is part of the interaction that took place in what is now BC, between the long-term residents of BC and newcomers who began arriving in the late 18th century. The relations between the two groups were not always smooth; the parties traded with each other and both were changed as a result of contact. The killing of road-workers in the Chilcotin, in 1864, and the subsequent hanging of a number of Tsilhqot'in people is the subject of this inquiry.

At the end of this project, you will write an essay, due November 19, explaining what you understand happened in the Chilcotin that year. Most of the material needed to create a conclusion is found on the web-site. Over the next two months, you will familiarize yourself with the topic by systematically going through the web-site material consisting almost entirely of primary sources. You are expected to know the content of the sources as well as have a clear understanding of chronology (the sequence of events).

Notes should be taken on 5" x 7" note cards (or equivalent in metric). Each card should have writing only on one side and should contain information on only one source; that is, each time you examine a new source, create a new card. The process of taking notes is covered in more detail in the Pocket Guide but will also be discussed in class. These cards will be inspected by the instructor on a regular basis to ensure that you are getting the maximum benefit from research. You are required to bring the cards to seminars where we will discuss your findings and run ideas by each other.

For September 24

1. Using reference works/overviews of BC History, list key dates in BC history, from contact in 1774, through the fur trade and into the colonial period, after 1849 (distinguish between the colonies of Vancouver Island and BC). Make some notes about contacts between the First Peoples and others. What about land and treaties?
2. Using the website, under the heading of 'Context,' make notes on (on note cards) *Tsilqot'in Culture* and the *Fur Culture*

For October 1

Using the website, make notes on the remaining categories of the context – *Road Building Culture*, *Smallpox Culture*, and *Maps*. For each source, be aware of the nature, purpose, authorship, etc. of each source and how that might effect what they say *or* do not say. Keep a running commentary (set of notes) on your reactions to each source. A good approach is to write your reaction on the back of the note card used for that source.

For October 15

Using the web site, make notes on the 'War', focusing on the *Death of a Road Crew*

For October 22

Using the web site, continue making notes on the 'War', focusing on the *More Attacks*, *The Capture*, and *Maps*

For October 29

Using the web site, make notes on *The Trials*, *Settler –Tsilqot'in Relations Today*, and the *Chilcotin War Today*.

For November 5

Evaluate the *Interpretations* by stating each argument and comparing perspectives. Which is correct? Review Edward Sleight Hewlett's article, "The Chilcotin Uprising" (BC Studies, No. 19

and On Reserve in the library)) in a 300 word essay. The review will consist of 300 words and 3 paragraphs:

- the first will state the theme of the argument (author's argument)
- the second will explain the style, structure, and sources
- the third will evaluate the article's thesis and delivery

For November 19, Final Submission

Assignment and Marking Conditions and Standards

1. The instructor will randomly collect note cards (3 times, for 5 marks each) during the seminar period when the notes for that class are to be discussed. Failure to have the notes will result in a 0 for that set. This part of the course is worth 15 marks.
2. The final Submission will be an essay with a thesis, supporting paragraphs, and a conclusion (no more than 2000 words). The purpose is to explain what happened – background, killings, capture and trials, and impact/legacy. Include reference to the interpretations. Be sure to read the relevant sections in the Pocket Guide on creating a thesis.
3. The final product must be well footnoted -- the citing of specific information, ideas, or quotes.
4. It will include a title page, proper footnote and bibliographical style, and justified margins.
5. Grammar, spelling, and syntax are critical to a good paper. Marks will be lost for deficiencies in these areas.
6. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.
7. The paper is due, before class, on November 19. Late work will not be accepted, late being defined as 'after the class has begun.'

**Note that regular consultation with the instructor throughout the project will keep it on target.

Guidelines for what should/should not be in your Final Assignment

or

(a review of some basic concepts from the Course Pack, Section 1)

1. "Recreating the Past Truthfully"

Historical Truth -- the correspondence of 'representation with its object. You must not 'leap the gap' to infer connections among events. Any 'guess' must be based on available evidence.

Q. How do I 'know' something?

A. 'Evidence!!'

2. Qualities to researching and writing 'truthfully'

In using the sources, ask

--Are they credible?

--Can they be verified?

--How is language used? For what purpose/end? I.e., understand the nature of the rhetoric.

When writing your own essay, is what you say

--Credible?

--Verifiable?

--Mere sweeping generalization? Avoid terms like -- 'all Europeans,' 'all Indians,' 'colonizers.,' 'all men.' Be specific-- write about specific people, specific actions, specific events, correct dates, etc. etc.

Avoid the following pitfalls

--reductionism

--anachronism (one cannot label people with concepts and motives which are not in their frame of reference but belong to another time)

- inadequate theory
- absent subject
- misuse of past (overrating or under-rating the past/tradition)
- pre-conceived theories (pg. 14)

Some random comments

1. 'Guilt by association' is not acceptable. Just because someone is European, Chicote, French, Chinese, an administrator, a missionary, a man, a chief... doesn't render their testimony valid or invalid. Do not assume that all members of groups (e.g., Native or non-Native) hold the same views. Do not fall into the lazy trap of labelling members of a group as the 'same' ('tarring with the same brush') rather than doing research. You must support what you argue.
2. Truthfulness is not the monopoly of any party. Avoid this principle -- "Don't let evidence get in the way of what you believe" (at least not in a history class).
3. It is useful to comment on absences, noting, however, that sometimes what is missing might never have been there. 'Filling in the blanks' is useful but can be dangerous. Make sure there are solid reasons for making suppositions.
4. The best account is one which (ideally) all sides/participants could accept as a reasonable representation of what happened [that is, the account corresponds with the event(s)], even if they don't agree on all details.

C. Kennewick Man Assignment

Due on the last Seminar Session, **December 3**, this is a quick exercise on creating good research questions quickly, not intended to be a thorough research project.

Suppose someone tells you that they have heard about the 'Kennewick man.' They want to know who he was and why he became so controversial. You are respected as an historian because you give good and reliable information (remember the principle we have learned about truth, honesty, and studying the past).

In doing the following, you may download material from sites. However, be clear who made the site and what their stake may be. All sites quoted should be accompanied with a brief statement explaining those details.

1. Give a brief chronology of events, starting from the discovery of the skeleton. Explain briefly why this has become a contentious issue. Explain the parties involved and their respective positions. Be aware of media coverage as you go through the issue.
2. What are some of the legal points? What is NAGPRA? What are the arguments used by scientists, the Umatilla, the National Parks Service, and the US government? The interpretive center of the Tri-City Herald and the Confederated Tribes sites -- 'Legal Documents' -- are good places to start.
3. List three questions that you believe need to be answered to understand the problem this discovery has unleashed.

Below are some major websites with varying perspectives. You are not expected to master them but they will be useful in helping you do the assignment.

Tri-City Herald

<http://www.kennewick-man.com/>

National Park Service
<http://www.cr.nps.gov/archeology/kennewick/>

Public Broadcasting
<http://www.pbs.org/wgbh/nova/first/kennewick.html>

BBC News
<http://news.bbc.co.uk/2/hi/science/nature/4651831.stm>

AAPA
<http://www.physanth.org/positions/kennewick.html>

Astra Folk Society
<http://www.runestone.org/km.html>

Confederated Tribes/Ancient One
<http://www.umatilla.nsn.us/ancient.html>

You are not expected to have a research essay completed.

D. Seminar 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.

6. Grading System

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	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	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 E-1.5 at **camosun.ca** for 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.

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.