



HIST 100

Introduction to History

Fall, 2010

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

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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

Computer with internet access

Course Pack

Rampolla, *A Pocket Guide to Writing in History*

Patricia Roy, John Herd Thompson, *British Columbia, Land of Promises*

4. Course Content and Schedule

Sept. 8 Introduction. Course and Assignments Explained
Brief Introduction to History as a Discipline

In-class exercise -- write out on a piece of paper:

1. One personal 'fact'
2. One family 'fact'

3. One historical 'fact' in your life time, more than ten years ago
 - state the event
 - name two or three persons involved
 - date the event exactly

For each of the above, how reliable is your information? How do you know?

- Sept. 13 Seminar
Library Orientation
- Sept. 15 Lecture, *Introduction to the Discipline of History*
Course Pack Part One, pp. 1-11
Pocket Guide, ch. 1,
- Sept. 20 Seminar, *Oral history*
Course Pack, Part One, pp. 12-15.
Answer the questions at the end of the section for our seminar.

Assignment: History and Memory

Talk to two family members/acquaintances born before 1970. Have them relate one event/fact in each of the following areas,

1. Personal – date of birth
2. Family – a significant family event, its date, and some basic details
3. Canada or world – an event that happened in the 20th century – when, where, and some basic details

Method:

Ask each person to answer each of the above without any preparation, i.e., they are to answer the questions 'cold.'

TO BE HANDED IN:

- A. Briefly identify the people chosen (describe rather than name them).
- B. Briefly identify the **1.** personal, **2.** family, and **3.** Canada/world facts they have related to you.
- C. For each person and each fact, answer the following:
 1. How accurate is their information?
 2. From which category is information more accurate? Why?
 3. How do you check each fact? How do you determine accuracy?

- Sept. 22 Lecture, *Primary Sources*
Pocket Guide, ch. 2, pp 6-13
Doing History, Course Pack, **Part Four, pp. 254-85**

From *Doing History*, be prepared to discuss the following in class:

1. What does each source tell you about the battle of Long Sault?
2. Do the sources agree? contradict?
3. Recreate the battle.

- Sept. 27 Seminar, Locating Oneself in Time and Space
Roy and Thompson, *Introduction*

Assignment (Locating oneself in Time & Space) TO BE HANDED IN (2-3 pps):

1. What was the area now called BC like 500 years ago?

2. How did you find out? Where did you find out the information you needed? What 5 questions would you answer in order to describe what the area was like?
3. List the sources used.

A useful exercise, but not to be handed in -- compare this area to another part of the world (your choice) 500 years ago. What did you find? How did you find your information

- Sept. 29 Lecture, *Secondary Sources*
 Course Pack, **Part One**, pp. 15-16
 Pocket Guide, ch. 2, pp 14-24
 Trigger and writing Native History
 Course Pack, Part One, pp. 17-26
 1. What is his thesis? Is it convincing? Why or why not?
 2. What problems does he see in the relationship between history and anthropology?
 3. What is his suggestion for how Native studies ought to be conducted? Are his conclusions valid? Why? Why not?

- Oct. 04 Seminar, *Doing History* (secondary sources)
 Course Pack, **Part Four**, pp. 287-303

In class Assignment

- Oct. 06 Lecture, World History
 Course Pack, **Part Two**, chs. 1-3, pp. 27-40 (read for interest)
 Details/assignments for *Klatsassion and the Chilcotin War* handed out

Annotated bibliography due

- Oct. 11 Thanksgiving Day Holiday
- Oct. 13 Lecture, Typical Assignments in History,
 Pocket Guide, ch. 3
 Canadian Mystery – *Klatsassion and the Chilcotin War*
- Oct. 18 Seminar, Roy and Thompson, ch. 1
- Oct. 20 Lecture, *Writing a Research Paper (1)*
 Pocket Guide, chs. 4-6
 Canadian Mystery -- *Klatsassion and the Chilcotin War*
- Oct. 25 Seminar, Roy and Thompson, ch. 2
- Oct. 27 Lecture, *Writing a Research Paper (2)*
 Pocket Guide, chs. 4-6
 Canadian Mystery-- *Klatsassion and the Chilcotin War*
- Nov. 01 Seminar, Roy and Thompson, ch.3
- Nov. 03 Lecture, World History
 Course Pack, **Part Two**, ch. 4,5 (read for interest)
 Canadian Mystery-- *Klatsassion and the Chilcotin War*
- Nov. 08 Seminar, Roy and Thompson, Ch 4
- Nov. 10 Lecture, Historiography
 Course Pack, **Part Three**, pp. 47-55

	Canadian Mystery-- <i>Klatsassion and the Chilcotin War</i>
Nov. 15	Seminar, Roy and Thompson, ch. 5
Nov. 17	Lecture, Historiography Course Pack, Part Three , pp. 55-62 Canadian Mystery -- <i>Klatsassion and the Chilcotin War</i>
Nov. 22	Seminar, Roy and Thompson, ch. 6
Nov. 24	Lecture, Historiography Course Pack, Part Three , 62-72 Canadian Mystery-- <i>Klatsassion and the Chilcotin War</i>
Nov.29	Seminar, <u>Canadian Mystery Due</u>
Dec. 01	Lecture, Quiz on Historiography and Roy/Thompson
Dec. 06	Seminar – <i>History for Comfort</i> by Margaret MacMillan Course Pack, Part Five
Dec. 08	<i>An Evolutionary Perspective on the Concept of Native Plants</i> by Stephen Jay Gould Wrap-up on doing history Course Pack, Part Five

5. Basis of Student Assessment (Weighting)

A. History and Memory (Sept 20)	05%
B. Locating oneself in Time and Space (Sept 27)	05%
C. Doing History (in class) (Oct 4)	10%
D. Annotated Bibliography (Oct 6)	15%
E. Research Project -- “Chilcotin War” (Nov 29)	40%
F. Quiz (Dec 1)	10%
G. Participation	15%

A. & B

For details, see above, in **Course Content and Schedule**.

C. Doing History

This in-class assignment, **October 4**, is based on the readings in Section 2 of the Course Pack.

You will be asked a question (determined just before the exercise) requiring you to compare/contrast the views of Groulx, Adair, and Dickinson on the significance of the Battle of Long Sault. About each,

1. know the thesis/argument
2. know and evaluate the sources used
3. state each one’s bias (who they are and why they say what they say)

The grade is based on the quality of work and presentation, use of sources, a clear and strong thesis, good grammar and spelling, proper transitions, and originality of approach.

D. Annotated Bibliography

The first step is choosing a topic and having it approved by your instructor (before you start). Before running it by the instructor, have a good idea not only of your topic but what about it that you want to investigate. After you have cleared the topic, complete the process described below.

Please follow the following guidelines for the final product. For each **numbered section** there is a particular component of the assignment that must be handed in.

Due October 6.

1. Topic

Choose a topic from the list below (or one that interests you from your own knowledge of the past). The list is quite general so you will have to narrow the topic – it should be focused on a specific time, a specific place, certain people, certain events, etc. rather than on a large global issue (see examples below).

Once you have approval, go to the next step.

The next step!

Using the reference section of the library, define the topic, that is, what, who, when, where, and how. At this point, do not attempt to answer ‘why.’ A thesis should arise from the research rather than guide it.

The following will be handed in as part of the final presentation:

a. a paragraph of about 150 words, defining the topic (as above).

Two examples of topics and of possible approaches to narrowing them down:

1. The potlatch along the northwest coast of North America.

Potlatching has long roots in history and tradition, has been the subject of legislation, has continued despite restrictions, has changed yet has 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 legislation, 4. the roles of the churches, or 5. current potlatching. For each question, pick a particular area in BC.

2. Christopher Columbus

The focus should not be on his whole life but on some aspect of it. One could, e.g., 1. examine why Columbus went out on the oceans, 2. what each voyage did, 3. how the voyages impacted the Americas, 4. how food production and diet around the world changed as a result of the encounter, or such relevant topics

2. List of sources

Using the Camosun catalogue system, find **six books** either completely devoted to your topic or with substantial references to it. If you have difficulty finding six, you may have to revise your topic by broadening it or you may have to select an entirely different topic. Since content may not live up to what the titles suggest, it is helpful to look up 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. Camosun has a growing collection of e-books as well.

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/value is 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.

(A hint: you may want to find your books and articles before completing Part 1)

The following will be handed in as part of the final presentation

- a.. The three final book selections will be listed in alphabetical order, in **proper bibliographic style**.
- b. Immediately below each bibliographic entry, add your **short analysis**, of not more than 100 words. Why is this book helpful for the topic?
- c.. Cite the bibliographic information for the **book review** directly following the bibliographic entry for book which the reviewer examined. In a summary of no more than 100 words, answer the following: What was the reviewer's opinion of the book? Do you agree? Why or why not?
- d. **Attach** either a photocopy of the review or a direct link.

Note: you may use the library at UVIC. Their collection is substantial.

3. Articles and Review

Find **three academic 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 online (become familiar with JSTOR) or in the stacks, skim them for content, and select **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.**

Having read/examined the three articles in some detail, **select the one** most relevant to the topic

The following will be handed in as part of the final presentation

For the article selected as best fitting the topic:

- a. Write a **three-paragraph, 300 word, double-spaced**, review:
 - 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.
- b. Attach either a **photocopy or link** to the article.
- c. Include a **proper bibliographic citation**.

4. Thesis.

The following will be handed in as part of the final Presentation

In approximately 150 words, create a thesis paragraph on the topic. Remember, a thesis is not a summary of the topic. **While giving historical and contextual information on the topic,**

it explains what the information means. It is an argument, a point of view, an opinion on the data.

For example, a possible thesis for Stalin's role in the cold war (properly double-spaced):

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, from 1945-49, was a direct response to the belligerent, postwar actions of 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. Stalin was worried, after the horrendous loss of life and infrastructure, that the west was up to its old tricks. He decided that the USSR needed security from the west. Hence, he created a buffer zone in Eastern Europe, which the west defined as a sign of Soviet expansionism. And so the cold war was on.

Overall

1. The final product will include a title page and proper footnote and bibliographical style. .
2. Grammar, spelling, and syntax are critical to a good presentation. Marks will be lost for deficiencies in these areas.
3. Paragraph sections of the presentation will be double spaced and the margins justified.
4. Bibliographic citations will follow the format as laid out in Rampolla, *A Pocket Guide to Writing in History*.
5. The final grade will be based on the quality of work and presentation, use of sources, a clear and strong thesis, consistent argument, proper transitions, and originality of approach.
6. Marks will be taken off for improper format.

Due October 6.

E. Research Project -- *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 existing residents of BC and newcomers who began arriving in the late 18th century. The relations between the two sides varied dramatically, from smooth to conflicting. Initially, till the 1850s, and in select parts of what is now BC, fur trade defined the relationship. Where the trade occurred, both parties were changed as a result of contact.

In the case of the Chilcotin, the relationship was tense from the beginning, culminating in the killing of road-workers in Chilcotin lands, in 1864, and the subsequent hanging of 6 Tsilhqot'in men.

This 'episode' is the subject of this assignment. By its completion, you will have written an essay, **due November 29**, explaining what you understand happened here in 1864. The material

needed to create a thesis is found on the web-site. Throughout October and November, you will familiarize yourself with the topic by systematically going through this material, consisting predominantly 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 on the sources are necessary in order to collect the information that you will need in order to write a paper. You can use a traditional note-card method for recording information or you can download directly from the site. Whatever you choose, the key is this: **get your information from the site once only** – you do not want to have to continually scan the website to try to retrieve bits of information. **See it once, record it, and then file it for later use.**

1. The traditional method

Use 5” x 7” note cards (or equivalent in metric). Write only on one side. Each card should contain only one material from one source as well as only one piece (type) of information. 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* and will also be discussed in class.

2. Download from the site.

You can download the different bits of information directly onto your hard-drive or memory stick. There is no value, however, in simply duplicating what is on the site. Downloading does enable you to edit, summarize, and organize. Files and folders can be created to collect and organize specific types of information. We will discuss this further in class.

For each of the following dates, you will be expected to participate in class discussions, group work, and whatever other exercises are scheduled. Full details of what is expected each week will be handed out on **October 6**.

For the November 29, Final Submission (Conditions and Standards):

1. You will present an essay with a thesis, supporting paragraphs, and a conclusion (no more than 2500 words). The purpose is to explain what happened, based on knowledge of the background, the deaths, 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.

2. The final product must be well footnoted -- the citing of specific information, ideas, or quotes.
3. Include a title page, proper footnote and bibliographical style, and justified margins.
4. Grammar, spelling, and syntax are critical. Marks will be lost for deficiencies in these areas.
5. The final grade will be determined on the basis of quality of work and presentation, use of sources, a clear/strong thesis, consistent argument, proper transitions, and originality of approach.
6. The paper is due, before class, on **November 29**. Late work will not be accepted, late being defined as ‘after the class has begun.’

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

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

1. ‘Recreate the Past Truthfully’

Historical Truth -- the story must correspond with the evidence. 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

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

--misuse of past (overrating or under-rating the past/tradition)

--pre-conceived theories

Some random comments

1. 'Guilt by association' is not acceptable. Just because someone is European, Chicotein, French, Chinese, an administrator, a missionary, a man, or 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 this 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.

F. Quiz

There will be one quiz , December 1, on the material from the Historiography Readings and from Thompson/Roy..

G. 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.

Possible Topics

terra cotta warriors

pyramids

the fall of the Aztecs

Columbus

Christianity becomes Rome's religion

the Great Wall of China

India's caste system

Oka

Zimbabwe

Saddam Hussein

Sikhism

Iroquois Confederacy

missionaries in BC

Indian Act

feminism

Social Credit

immigration to Canada

China since 1949

apartheid in South 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)

Kemal Attaturk

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

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		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.

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.

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.

Due October 20 – to be handed in

1. Using reference works/overviews of BC History, including Roy/Thompson, list key dates in BC history, from contact in 1774, through the fur trade and into the colonial period, after 1849 and till 1864. Distinguish between the colonies of Vancouver Island and BC. Make notes about contacts between the First Peoples and others. What was the status of land and treaties?
2. Using the website, under the heading of 'Context,' make notes on (on note cards) *Tsilhqot'in Culture* and the *Fur Culture*

Due October 27

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.

Due November 3

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

Due November 10

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

Due November 17

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

Due November 24

Evaluate the *Interpretations* by stating each argument and comparing perspectives. Which is correct? Review Edward Sleigh 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