



HISTORY

100

Introduction to History

Fall, 2011

History is temporarily useful to those who willfully 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 | | |
| (b) | Office Hours: | MW -- 9:00-10:00, TuTh 1:30-2:20, Th. 4:30-5:20 | | |
| (c) | Location: | Y319 | | |
| (d) | Phone: | 370-3347 | | |
| (e) | Email: | cbolt@camosun.bc.ca | | |
| | | | | |

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*

4. Course Content and Schedule

Sept. 7 Introduction to History as a Discipline, Course Pack, 1-9

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. 12 Seminar
Assignments Discussed

Sept. 14 Lecture, *Introduction to the Discipline of History*
Course Pack Part Two, pp. 26-39
Pocket Guide, ch. 1,

Sept. 19 Seminar, Library Orientation

Sept. 21* Lecture, *Primary Sources*
Pocket Guide, ch. 2, pp 6-13
Course Pack, **Part One**, pp. 10-15

Note the questions at end of the section on oral history (pg. 15). Hand in a paragraph with your answers (5 marks).

Sept. 26* Seminar, *Primary Sources*
Course Pack, **Part Four**, Supreme Court of Canada, Delgamuukw case.

What did the Court say about oral history as testimony? How do/did the Gitxan and Wet'suwet'en use their oral traditions to make their case before the Court?

Answers to these two questions are to be handed in - typewritten, in paragraph form (5 marks).

- Sept. 28 Lecture, *Secondary Sources*
Course Pack, **Part One**, pp. 15-16
Pocket Guide, ch. 2, pp 14-24
- Oct. 03*** Seminar, *Secondary Sources*
“The Moral Dimensions of 1492,” by James Axtell
This article is available, on-line. Find it, download it,
and print it.
**You are to write a 300 word, 3-paragraph review as
per instructions. [I will send you a sample of a
review (10 marks)].**
- Oct. 05*** Lecture, Trigger and the Writing of Native History
Course Pack, **Part One**, pp. 17-25
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?
**To be handed in, what is his suggestion for how
Native studies ought to be done? Are his conclusions
valid? Why? Why not? (5 marks)**
- Oct. 10 Thanksgiving Day Holiday
- Oct. 12 Lecture, BC History up to the colonial Period
Canadian Mystery – *Who Killed Will Robinson?*
- Oct. 17 Seminar, Typical Assignments in History,
Pocket Guide, ch. 3
- Oct. 19*** Lecture, BC History in the Colonial Period
Canadian Mystery -- *Who Killed Will Robinson?*
- Oct. 24 Seminar, *Writing Research Papers (1)*
Pocket Guide, chs. 4-6
- Oct. 26*** Lecture, BC History after the Colonial Period
Canadian Mystery -- *Who Killed Will Robinson?*
- Oct. 31 Seminar, *Writing Research Papers (2) and Documenting
Sources*
Pocket Guide, chs. 4-7
- Nov. 02*** Lecture, World History
Course Pack, **Part Two**, chs. 4, 5 (read for interest)

Canadian Mystery-- *Who Killed Will Robinson?*

- Nov. 07 Seminar, Free for all
- Nov. 09*** Lecture, Historiography
Course Pack, **Part Three**, pg. 46-57
Canadian Mystery -- *Who Killed Will Robinson?*
- Nov. 14 Seminar, Free for all
- Nov. 16 Lecture, Historiography
Course Pack, **Part Three**, pg. 58-68
Canadian Mystery -- *Who Killed Will Robinson?*
- Nov. 21*** Seminar, **Who really did kill Will Robinson?**
Canadian Mystery Assignment Due
- Nov. 23 Lecture, *The BC Archives*
Archival or Annotated Bibliography Assignments explained
- Nov. 28 Seminar, *History for Comfort* by Margaret MacMillan
Course Pack, **Part Five**
- Nov. 30 Lecture, *Contemporary History and Globalization – a New Reality?*
No Reading assigned
- Dec. 05 Seminar – *An Evolutionary Perspective on the Concept of Native Plants* by Stephen Jay Gould
Course Pack, **Part Six**
- Dec. 07*** Wrap-up on doing history
Archival or Annotated Bibliography Assignments Due (15 marks)

5. Basis of Student Assessment (Weighting)

| | |
|---|------------|
| A. Primary sources (Sept 21) | 05% |
| B. Oral history (Sept 26) | 05% |
| C. Article Review on Axtell (Oct 3) | 10% |
| D. Trigger Question (Oct 5) | 05% |
| E. Research Project -- “Canadian Mystery” (Nov 21) | 40% |
| 1. Two ‘wip’ assignments (5 marks each) | |
| 2. Final Paper (30 marks) | |
| F. Annotated Bibliography (Dec 07) | 15% |
| G. Participation | 15% |
| H. Snap Quiz on Historiography | 05% |

A. & B

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

C. Article Review on Axtell

Write a **three-paragraph, 300 word, double-spaced** review:

- paragraph one -- identify the thesis (theme, 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.

Include a **proper bibliographic citation**.

D. Trigger Question

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

E. Research Project – *Who Killed Will Robinson?*

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 among the various parties 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 this trade occurred, all parties were changed as a result of contact. In the 1850s, further change occurred as newcomers arrived not just to trade furs but to settle down and start new lives. This produced deep tensions, complicated by a new multi-cultural and multi-ethnic reality that was often tense.

The murder of Will Robinson on Salt Spring Island is the subject of this assignment. By its completion, you will have written an essay, **due November 21**, explaining what happened here. All the material needed to create a thesis and an essay 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).

Details on how you are to proceed on this assignment will be provided by early October. Feel free to go to the site and familiarize yourself with what it contains.

F. Archival or Annotated Bibliography

You will choose between doing a project using the Provincial Archives or writing an Annotated Bibliography. Details will be handed out sometime in November. This project will utilize what you have learned this semester as well as allow you to pick an area of personal interest.

G. Seminar Participation

Each student is expected to contribute orally in seminars and will be graded accordingly. Attendance will be kept and will impact the final mark for this portion of the course.

H. Quiz

There will be a snap quiz on the material from the Historiography Readings

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 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> 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> for courses 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> 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.