

	<p><b><i>HIST 290</i></b></p> <p><b>Special Topics in History</b></p> <p><b>Global Tilt(s):</b></p> <p><b>Rise/decline of the West;</b></p> <p><b>the Return of the Rest</b></p> <p><b>2015W</b></p>
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**1. Instructor Information**

(a)	Instructor:	Clarence Bolt		
(b)	Office Hours:	M – 5-6		
(c)	Location:			
(d)	Phone:	250-370-3347		
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**2. (Generic) 290 Course Description**

This course is an introduction to selected topics or problems in history. The topics may vary from term to term, focusing on a particular period, topic, or genre of history. They will include, but are not limited to, regional, national, international, gender or class studies.

**3. Winter 2015 (Specific 290) Course Description:**

**A. Global Tilt I – Europe’s 400 Year Rise**

Starting in 1500, and accelerating between the 17<sup>th</sup> and 19<sup>th</sup> centuries, millennia-old global economic, cultural, and technological patterns, extending from Asia to the Mediterranean world were TILTed and reshaped (often negatively) by the rise of a handful of European (Western) states. How and why were they able to ‘tilt’ this ancient arrangement? Territory now known as British Columbia became integrated into this Western-dominated global reality ‘late in the game,’ after 1800.

**B. Global Tilt II – Asia’s Return, 100 Years and Counting**

In our time, the former great powers of Asia are recovering from the shock of western domination and global economic and geo-political power is TILTING back their way. This shift will have major consequences for BC, whose current economy and institutions were created by Western economic and cultural systems and settlement.

## **4. Some Key Topics to be Covered**

- Pre-modern ‘global trade’ networks
- ‘Tilt’ resulting from 15<sup>th</sup>-17<sup>th</sup> century European explorations, trade, & settlement
- The ‘tilt’ peaks in the 18<sup>th</sup> and 19<sup>th</sup> centuries – note the global consequences of European industrialization, capitalism (& socialism), and empires.
- 20<sup>th</sup> century European decline.
- Imperially-controlled areas fight back ‘tilting back.’
- Post WWII globalization – includes the ‘east’ and ‘south.’
- “Tilts’ that know no boundaries – global religious and environmental upheavals (climate change)
- BC’s role in past and present ‘world tilts.’ (Topics include colonial takeover, joining Canada, resource extraction, and aboriginal relations, especially rights and title - recent Supreme Court decisions such as the Chilcotin land ownership).

## **5. Required Materials (and Preparation for Class Time)**

1. *Global Tilt* (produced for this course, selected chapters from *Traditions and Encounters, Vol. 5* by Jerry H. Bentley & Herbert Ziegler)
2. *Modern China, A Very Short Introduction* by Rana Mitter.
3. *Globalization, A Very Short Introduction* by Manfred Steger
4. *British Columbia, Land of Promises* by Roy and Thompson
5. Outlines of Global Tilt chapters and a Study Guide – to be sent in the first week

Each evening will have ‘lecture’ components (remember, you are free to ask questions or make comments throughout the evening!) based on assigned readings. To benefit fully, do these assigned readings before class, paying close attention to main themes and terms. Underline. Take notes. Do whatever aids you to remember what you read; critical reading cannot be done at the last minute, whether just before class or a test.

Note that *how you read is as important as what you read*. History readings may differ from what you are familiar with; take time to get used to historical style. Do not get bogged down in ‘details.’ It may be useful to read the material twice, *first* to read conceptually, looking for the ‘big picture’ and paying attention to how the authors use specific information, and then, *secondly*, to fill in relevant details of the big picture.

Some tips:

1. Refer frequently to the **Introductions** and **Conclusions** of each chapter. If you master their content, you will be well on the way to success in this course.
2. As you read, keep **Outlines** of the chapters (rough outlines for lectures) and the **Guide** questions beside you. Take both to class; ask questions about unclear information.
3. Make timelines, helpful visual representations of the material.

In addition to lectures, we will engage in plentiful discussion of the material. For each class, I will assign particular topics for us to discuss, although, as noted above, you are free to engage in dialogue throughout class time. *Questions for discussion* are included in the syllabus or at the end of the readings assigned from the text.

Any exercises that include research will follow the guidelines laid out in the *Style Guide* (following the *Chicago Manual of Style*) created by the Camosun history department and

found on the Humanities web-page. Also available in the bookstore, is Rampolla's *A Pocket Guide to the Writing of History*.

## **4. Course Content and Schedule**

### **Week 1 – Jan. 5 - Introduction to Course –themes and requirements**

### **Week 2 – Jan 12 - The World ‘Tilts:’ Europeans Go Out to Sea (1492ff)**

READ – *Global Tilt* (GT), chs. 22, 23

- *BC Land of Promises* (BCLP), pp. 1-20

DISCUSS - Vasco Da Gama, at Calcut (emailed)

- Christopher Columbus’s First Impressions.... p. 12

- Afonso DAlbuquerque Seizes Hormuz... p. 16

- John Locke Claims People...p. 56

### **Week 3 – Jan 19 – ‘As Europeans ‘Tilt’ the Globe:’ Some World Conditions in the 16<sup>th</sup> – 17<sup>th</sup> Centuries**

READ – GT, chs. 26, 27. Do some background on Islam (e.g.:

<http://www.whatisislamabout.com/islam/what-is-islam/>

DISCUSS - Qianlong on Chinese Trade with England...p. 71

- Matteo Ricci

<http://wdarcy.wikispaces.com/file/view/Chapter+19+section+2+Primary+source+The+Journals+of+Matteo+Ricci.pdf>

- Fabian Fucan Rejects Christianity...p. 81

- A Conqueror and his Conquests....p. 92

### **Week 4 – January 26 – The ‘Tilters’ Innovate: Liberalism, Industrialism, Capitalism, and Socialism**

READ – GT, chs. 28, 29

DISCUSS - Declaration(s) of the Rights...pp. 116 & 128

- Adam Smith on the Capitalist Market...p. 51

- Thomas Malthus on Population...p. 152

- Marx and Engels...p. 158

- Communist Manifesto excerpts... (to be emailed)

### **Week 5 – Feb 2 – The ‘Tilters’ Take Charge of the Globe - Impacts of the ‘Isms’- Communications & (Mostly European) Modern Empires**

READ – GT, 31, 32, BCLP, pp. 20-50

DISCUSS – Proclamation of the Young Turks...p. 171

- Letter of Lin Zexu...p. 179

- Rudyard Kipling - the White Man’s Burden...p. 195

- The Royal Niger Company...p. 204

- Fukuzawa Yukichi, "A Letter of Farewell to Nakatsu" (to be emailed)

### **Week 6 – Feb 9 - No class - Holiday**

**Week 7 – Feb. 16 - A New ‘Tilt, or a A ‘Re-Tilt?’ European Imperial Systems End**

READ – GT, chs. 35, 37

DISCUSS – “Self-rule is my birthright”...p. 225

- Africa for Africans...p. 232

- Muhammad Ali Jinnah...p. 247

- Kwame Nkrumah on African Unity...255

-Nkrumah, ‘I speak of Freedom,’ 1961 (use link)

<http://legacy.fordham.edu/halsall/mod/1961nkrumah.html>

**Week 8 – Feb 23 – Global Forces in our Time - I**

READ – GT, ch. 38, pp. 268-78

- Christopher McNally. “How Emerging Forms of Capitalism are Changing the Global Economic Order.” Analysis for the East–West Center, No. 107, Feb. 2013.

[http://libsecure.camosun.bc.ca:2084/ehost/resultsadvanced?sid=38659ab2-2a6b-409d-8d12-63193ba26b66%40sessionmgr4002&vid=24&hid=4212&bquery=\(How+AND+emerging+AND+forms+AND+%22of%22+AND+Capitalism+AND+are+AND+changing+AND+the+AND+global+AND+economic+AND+order\)&bdata=JmRiPWE5aCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZl](http://libsecure.camosun.bc.ca:2084/ehost/resultsadvanced?sid=38659ab2-2a6b-409d-8d12-63193ba26b66%40sessionmgr4002&vid=24&hid=4212&bquery=(How+AND+emerging+AND+forms+AND+%22of%22+AND+Capitalism+AND+are+AND+changing+AND+the+AND+global+AND+economic+AND+order)&bdata=JmRiPWE5aCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZl)

[1](http://libsecure.camosun.bc.ca:2084/ehost/resultsadvanced?sid=38659ab2-2a6b-409d-8d12-63193ba26b66%40sessionmgr4002&vid=24&hid=4212&bquery=(How+AND+emerging+AND+forms+AND+%22of%22+AND+Capitalism+AND+are+AND+changing+AND+the+AND+global+AND+economic+AND+order)&bdata=JmRiPWE5aCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZl)

DISCUSS - Manfred Steger, chs. 1-3 (hand in answers)

Ch. 1. Distinguish globalization, globality, and global imagination. Using page 13, as a guide, how would you define globalization? What is the point made in the parable of the blind scholars?

Ch. 2. Is this chapter’s material a good review of what we have covered so far? Why, or why not?

Ch. 3. How have money, corporate power, labour, and economic institutions become more global than ever?

**Week 9 – Mar 2 - Global Forces in our Time – II**

READ – GT, ch. 38, pp. 278-302

- “Global Jihad:’ A Response to Western Hegemony and an Expression of Islam’s Predicament with Modernity: Issues, Options, Illusions, and Obstacles. ....” Ankara Paper 16, pp. 20-28

<http://libsecure.camosun.bc.ca:2084/ehost/pdfviewer/pdfviewer?vid=23&sid=38659ab2-2a6b-409d-8d12-63193ba26b66%40sessionmgr4002&hid=4212>

DISCUSS - Manfred Steger, ch. 4-6 (hand-in answers)

Ch. 4. Is globalization killing the Nation-state (define what it is)?

Does it matter? Do we need Nation-states?

Ch. 5. Are we becoming one, global homogenous culture? Is that bad?

Ch. 6. Is our environment 'hooped'?

### **Week 10 – Mar 9 The Return of Asia?**

READ – Rana Mitter (all)

- Romi Jain. “China’s March to Consumption-based Growth...”

[http://libsecure.camosun.bc.ca:2084/ehost/resultsadvanced?sid=38659ab2-2a6b-409d-8d12-63193ba26b66%40sessionmgr4002&vid=25&hid=4212&bquery=\(china%27s+AND+march+AND+%22to%22+AND+consumption-based+AND+growth\)&bdata=JmRiPWE5aCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZl](http://libsecure.camosun.bc.ca:2084/ehost/resultsadvanced?sid=38659ab2-2a6b-409d-8d12-63193ba26b66%40sessionmgr4002&vid=25&hid=4212&bquery=(china%27s+AND+march+AND+%22to%22+AND+consumption-based+AND+growth)&bdata=JmRiPWE5aCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZl)

Ruan Wei. “Macro-Historical Parallelism and the China ‘puzzle.’”

[http://libsecure.camosun.bc.ca:2084/ehost/resultsadvanced?sid=38659ab2-2a6b-409d-8d12-63193ba26b66%40sessionmgr4002&vid=26&hid=4212&bquery=\(macro-historical+AND+parallelism\)+AND+\(the+AND+china+AND+puzzle.\)&bdata=JmRiPWE5aCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZl](http://libsecure.camosun.bc.ca:2084/ehost/resultsadvanced?sid=38659ab2-2a6b-409d-8d12-63193ba26b66%40sessionmgr4002&vid=26&hid=4212&bquery=(macro-historical+AND+parallelism)+AND+(the+AND+china+AND+puzzle.)&bdata=JmRiPWE5aCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZl)

DISCUSS - hand in a short essay on Mitter

What does it mean to be ‘modern?’ Is China modern? (criteria for essay to be handed out well in advance)

### **Week 11 – Mar 16 - BC in the World**

READ – BCLP, 133-188

DISCUSS – What kind of a place is BC in the context of the world we have covered so far? How might Globalization, the rise of Asia,

and the geo-political issues of our time impact us here? In short, bring to bear everything we have learned so far on BC and its past/future.

## **Week 12 – Mar 23 – Indigenous BC in the World – The Role of Courts**

### **READ**

1. Hamar Foster. “Honouring the Queen’s Flag: A legal and Historical Perspective on the Nisga’a Treaty.” BC Studies 120, pp. 11-36.

<http://ojs.library.ubc.ca/index.php/bcstudies/article/view/1475/1519>

This article summarizes BC’s land issue. What historical and legal issues about land ownership in BC are raised? Note politics and law (13-18), missed opportunities (18-23), and the law of aboriginal rights (23-27. Answer the questions he raises on the Nisga’a treaty (28-33).

2. Handout and links to summaries of the legal background to current land issues in BC. (to be provided)

**DISCUSS** – Given what you have learned about the world and where it appears to be heading, what are the implications for future BC land use, especially in light of the lack of treaties and in light of the findings of the courts, especially the Supreme Court? Consider implications on such issues as pipelines, mines, fishing, urban development, and forestry.

## **Week 13 – Mar 30**

Where are we heading? Roundtable discussion – course conclusions and presentations.

## **Week 14 – Apr 6 - No Class, Easter Monday.**

## **Final Exercise – Apr 13**

## **5. Basis of Student Assessment (Weighting)**

A. Quizzes	
a. Shorties (5 marks each)	20%
b. Final Exercise	15%
B. One article Review	10%
C. Week 6 Take home exercise	10%
D. Questions on Mitter and Steger	07.5% each
E. Media Stories	05%
F. Discussion Participation	10%
G. Due March 30 - your choice of one of:	15%

- i. Review of a book Review
- ii. World Position of a Nation-state
- iii. Journal
- iv. Short Research Project on BC or any idea you may have – check with me

## **A. Quizzes**

- a. Short quizzes - short (no more than 15 minutes) quizzes on odd weeks (3, 5, 7, 9) based on guide questions and terms distributed at course beginning (5 marks each)
- b. Final exercise - options may include a quiz/test, a take home assignment or paper, presentations, a roundtable....

## **B. One Article Review**

Each student will do one article review over the course of the semester.

A review examines a thesis of a written, academic piece of writing and evaluates both the validity of the argument and the method used to create it. In 300 words, you will review one of articles listed below. A sample review will be provided as a template.

Structurally, the review will consist of **3 paragraphs**, be **double-spaced**, and include a **full bibliographic citation**.

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

When are they due? On the night they are to be delivered.

How will this work? During Week Two, you will sign up for a review (no more than 3 students per article). It is due before class on the date assigned.

For that class, you will be asked to do a brief presentation. Be ready to address:

- The theme, thesis (argument) of the article
- What the article adds to the discussion/knowledge of the topic it addresses
- Whether or not the article succeeded (was the argument convincing, did it have evidence for its position (was there evidence missing), did it account for other views....etc.

Because 3 of you are presenting, be prepared for any of the 3 components as well as to comment on each other's approaches.

## **LIST OF ARTICLES AND THE WEEK EACH IS DUE**

### **Week Two**

Grennes, Thomas. "The Columbian Exchange and the Reversal of Fortune." Cato Journal, Vol. 27, No. 1 (Winter 2007): 91-107.

### **Week Three**

Loewe, Michael. "Imperial China's Reactions to the Catholic Missions." Numen, Vol. 35, Fasc. 2 (1988): 179-212 (JSTOR).

### **Week Four**



Allen, R.C. "Why the Industrial Revolution was British: Commerce, Induced Invention, and the Scientific Revolution." *The Economic History Review*, 64 2 (2011): 357-84

### **Week Five**

Small, Margaret. "From Thought to Action: Gilbert, Davis, and Dee's Theories behind the Search for the Northwest Passage." *16<sup>th</sup> Century Journal*, XLIV/4 (2013): 1041-58.

### **Week Seven**

Manela, Erez. "Imagining Woodrow Wilson in Asia: Dreams of East-west Harmony and the Revolt against Empire in 1919." *American Historical Review* (December 2006): 1327-51.

Or

Dodoo, Vincent. "Kwame Nkrumah's Mission and Vision for Africa and the World." *Journal of Pan African Studies*, Vol. 4, No. 10 (January 2012): 78-92.

### **Week 10**

Dynon, Nicholas. "'Four Civilizations' and the Evolution of Post-Mao Chinese Socialist Ideology." *The China Journal*, No. 60, (July 2008); 83-109.

### **Week 12**

Hamar Foster. "Honouring the Queen's Flag: A legal and Historical Perspective on the Nisga'a Treaty." *BC Studies* 120, pp. 11-36.

## **C. Week 6 Take home exercise**

There is no class for Week 6. In lieu of class, there will be a take-home exercise on BC, due on Feb 16. Details will be handed out ahead of time

## **D. Questions on Steger and Mitter**

(Questions also appear in Course Content and Schedule)

### **For Steger (for each week hand in short answers to the following**

Week 8

Ch. 1. Distinguish globalization, globality, and global imagination. Using page 13, as a guide, how would you define globalization? What is the point made in the parable of the blind scholars?

Ch. 2. Is this chapter's material a good review of what we have covered so far? Why, or why not?

Ch. 3. How have money, corporate power, labour, and economic institutions become more global than ever?

Week 9

Ch. 4. Is globalization killing the Nation-state (define what it is)? Does it matter? Do we need Nation-states?

Ch. 5. Are we becoming one, global homogenous culture? Is that bad?

Ch. 6. Is our environment 'hooped?'

**For Mitter, hand in a short essay:** What does it mean to be 'modern?' Is China modern? (criteria for essay to be handed out well in advance)

## **E. Media Stories**

Each student will present to the class a recent news item on a current event connecting some aspect of BC, whether economic, political, cultural, or social to the global context.

Your presentation will

- present a brief summary of the story
- explain why it caught your attention
- define how it connects BC to the wider world
- speculate how it might impact an economic, political, cultural, or social element of BC

You will sign up for a presentation during the 1<sup>st</sup> week.

## **F. Discussion Participation**

Student attendance will be monitored. More than 3 absences results in a failing grade for the discussion portion of course requirements. Please advise me if you are unable to attend. The following (not to be handed in) aid in understanding the discussion material.

- i. Who created the source, and why? When?
- ii. Who was the likely audience? How does that shape what was written?
- iii. What were the author's biases and assumptions? What view of life and the world emerges from the source? What is the author's perspective on the 'meaning of life?'

Note that sources from the text have questions at the end of each selection.

## **G. Your choice of one of:**

### **i. Review of a book Review**

Note again that a review examines a thesis of a written, academic piece of writing, and evaluates both the validity of the argument and the method used to create it.

In this exercise, you will find an academic review of one of the following books (or one agreed to by you and the instructor ahead of time). You will evaluate the validity of the review by including, in a review (no more than 1000 words), answers to the following questions, answered in an essay format in any way you see fit:

- What topic is the book covering? What is the thesis of the book?
- Is the review positive or negative? Do you agree?
- What does the reviewer see as the book's strengths (if any) and weaknesses (if any)? Do you agree? Elaborate on each.
- Why or why not is this a useful/valuable contribution to the topic it covers?
- Do you recommend it?

Full bibliographic citations for both the book and the review are required.

### **The List (or alternative book of your choice with prior approval)**

*Why Nations Fail*, by Daron Acemoglu and James A. Robinson

*The Mystery of Capital: Why Capitalism Triumphs in the West and Fails Everywhere Else*, by Hernando De Soto

*Global Tilt*, by Ram Charan

*10<sup>th</sup> Parallel, Dispatches from the Fault Line Between Christianity & Islam*, E Griswold

*Age of Ambition: Chasing Fortune, Truth, and Faith in the New China*, by Evan Osnos

*China in the 21<sup>st</sup> Century, What everyone Needs to know*, by Jeffrey Wasserstrom

*From the Ruins of Empire*, by Pankaj Mishra

*Vermeer's Hat*, by Timothy Brook  
*Amsterdam, A history of the World's Most Liberal City*, Russell Shorto  
*When China Rules the World*, by Martin Jacques  
*Deng Xiaoping and the Transformation of China*, by Vogel, Ezra F.  
*The Man who Loved China*, by Simon Winchester  
*A Bitter Revolution: China's Struggle with the Modern World*, by Rana Mitter  
*China Goes Global, the Partial Power*, by Shambaugh  
*China or Japan, Which will Lead Asia?* by Claude Meyer  
*Arrival City*, by Doug Saunders

## ii. World Position of a Nation-state

We grow up with stereotypes of nations and regions in the world. We assign them standards and values, using words such as ‘advanced,’ ‘developed,’ ‘backward,’ ‘undeveloped,’ or ‘developing.’ Who determines these measures/means to differentiate areas from each other? Are these distinctions valid?

There are varying and numerous organizations which rank countries positively or negatively according to their criteria of political, religious, cultural, or ideological values. These labels defining parts of the world carry embedded values.

The following list of such organizations, some economic, some political, and some non-governmental, is by no means exhaustive, but shows the wide variety or attempts to rank world. Remember, ‘value’ depends upon what is considered important by a particular group of people. By no means do all humans agree on what constitutes a ‘good state.’ The 1<sup>st</sup> source on the list below is considered one of the best; after all, it is in the interest of governments to ‘get it right.’

- CIA World Factbook (<https://www.cia.gov/library/publications/the-world-factbook/>)
- Legatum Prosperity Index
- GDP
- Green GDP
- GNP
- Gross Progress Indicator (GPI)
- Sustainable Human Development Index
- Ecological Footprint
- Full-cost Accounting
- Maternal health
- Gender Empowerment Measure
- Gender Related Development Index
- Literacy and education levels
- Human rights
- Birth rates
- Income Distribution
- Nature of work force (agriculture, industry, manufacturing, resources, cultural areas)
- Gross National Happiness (Bhutan)
- World Happiness Report
- Global Peace Index
- Human Development Index
- Multidimensional Poverty Index
- Index of Economic Freedom
- Income Inequality (per UN, the World Bank, US CIA, and the OECD)
- Living Planet Index (biodiversity)
- Global Human Development Report (the National Human Development Report applies this at the local level)
- Satisfaction with Life Index
- Where to be Born Index,

In this assignment, you will examine one of our world's Nation-states and evaluate how your chosen Nation-state stacks up in a global context, that is, in comparison with others. Your choice will be made early and must be approved by your instructor.

Pick from the following: China, Japan, Korea, Russia, Brazil, Mexico, South Africa, Nigeria, India, Turkey, Saudi Arabia, Iran, Israel, Mexico, Argentina, Malaysia, Indonesia, Philippines, Norway, Germany, Serbia, and the United Arab Emirates.

### **The Assignment**

**Purpose** - to rank this Nation-state's current world status in comparison with other leading powers – USA, China, India, Germany, Japan, and Canada. (Note potential overlap on the lists)

### **Method to accomplish this:**

1. Identify this Nation-state geographically (map, neighbours, etc.) – one paragraph
2. Give a brief historical sketch of its last 100 years (where possible – some states didn't exist but were parts of others – note such realities), especially Post WW II. Do this in two or three paragraphs.
3. In a short analysis, create a contemporary profile of this Nation-state. Is it a successful one in our global context? In this analysis,
  - a. You will define what you mean by a 'successful state'
  - b. You will use a minimum of **five indexes/criteria** from the list above, choosing those that you believe best define the qualities that make a good Nation-state.
  - c. You will briefly indicate where the comparison countries (see above), the USA, China, India, Germany, Japan, and Canada fit on the five scales you have chosen. There is no need to analyze why. Simply note comparative values.
  - d. You will briefly summarize a conclusion indicating your view of this Nation-state's relative position as a 'successful' place.

### **iii Journal**

Note that a journal for this class is **not** a personal one. Entries are to be analytical, intellectual responses, based on two foundations:

- the course material, your texts, readings, and the lectures.
- previous knowledge, intuitive reactions, and feelings about the material

**There is to be an entry for each week.** Each entry will contain a summary and analysis of 3 fundamentally new insights, and should be no more than 750-1000 words (per week). Entries should be precise and to the point, but not over-edited.

Your grade will be based on the following:

- engagement and use of course material.
- depth of response. It is not new 'factual' material I am looking for but insights which open up understanding of complex issues in ways you may not have considered. E.g., the role of African societies in the slave trade.
- quality of writing (but not expected to be literary masterpieces)

In short, go beyond mere summary. Analysis is key.

Hard copies of the entries are due **January 26, Feb 23, and Mar. 30.**

#### **iv. Short Research Project on BC or any idea you may have**

BC is the place which we all currently inhabit. In a globalizing world, we seem to know less about the place that most shapes our lives and in which we do our basic human functions.

Before getting started on any project, please consult me so that we can tailor a project for you and create a path to follow.

What follows is simply for information, for ideas on what you might possibly consider. If you have a specific topic in one of these broad areas, please consult with me to get started.

Pipelines	hospitals/medicine
Mining	women's rights
Treaties	local history
Fish farms	political parties
Companies, businesses	forest industry – a particular era
Trails, highways	salmon canning industry
Unions	tourism in BC
Temples, Churches, Mosques	Japanese internment
ethnic groups/immigration	Doukhobors
schools and universities (colleges)	Chinese in BC

#### **How one might conceivably create a project (this is only for reference!)**

##### **a. Initial definition**

Write a paragraph explaining the plan. Use reference works/material to define the topic (who, what, when, where, how – but not why). You will have a clear set of questions that your research will attempt to answer, from which, at the end, you will derive a thesis (main point or argument).

##### **b. Gathering of sources (see attached guide to sources)**

Brainstorm: look at bibliographies in books, articles and websites, and use whatever means you can think of to come up with a good list of sources. Keep track of the bibliographic information on each as well as where you found it. Remember, in running a business, you want to have things/knowledge at your fingertips!

Places to consider for sources:

- i. Libraries – books, articles, and primary material
- ii. Archives of all kinds
- iii. On-line web, video and image sites (always be careful about the origin of the material – know who made the sources and why). Use Rampolla's tips on Internet sources.

##### **c. An outline laying out the potential structure of the project**

This part of the assignment should include an outline of what you wish to present, as well as a tentative thesis, along with supporting evidence. Continually update your bibliography. Remember: the final product may vary from the original plan, although not substantially.

##### **d. The final version of the project**

Following the rules for writing laid out in Rampolla and in the *History Style Guide* on the History page on the Camosun College website, the handed in version must meet academic standards for research, including a central argument, good grammar and spelling, use of the Chicago Manual of Style, varying viewpoints, and proper academic presentation. A more detailed list of criteria will be provided well in advance.

## **8. Grading System**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
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

### **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](http://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.