

	<p><i>School of Arts &amp; Science</i>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 100-01</b>  <b>Introduction To History</b>  <b>Fall 2015</b></p>
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## COURSE OUTLINE

### 1. Instructor Information

(a)	Instructor:	Chris Morier
(b)	Office Hours:	Tuesdays, Wednesdays, 10:30 a.m. – 12:00 p.m.; or by appointment
(c)	Location:	Young 320
(d)	Phone:	370-3518
(e)	Email:	morier@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 (available in the Camosun College Bookstore)

(a)	Texts	<p>Rampolla, <i>A Pocket Guide to Writing in History</i>.</p> <p>Highway, <i>Kiss of the Fur Queen</i>.</p>
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#### 4. Course Content and Schedule

Classes will consist of lectures and seminars. Basically, seminars are discussion groups. Students will be required to read History articles and come to class prepared to discuss those articles with their peers.

This course is a 3-credit course. Your final grade will be a letter grade.

History 100 will feature 2 hours of lectures per week, and 1 hour of seminar per week (approximately). The course continues for 14 weeks. Estimated out-of-class preparation time is 5 hours per week.

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

As with most other History courses, all course assignments are compulsory. All of the assignments are discussed in more detail below. Here is how they will be weighted:

Article Analysis – 10%  
 Mid-Term Exam – 25%  
 Seminar Participation – 20%  
 Book Review – 20%  
 Final Exam – 25%

#### 6. Grading System

##### Standard Grading System (GPA)

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](http://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, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
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](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.

### Article Analysis

Each student will sign up for a specific article to analyze. There are ten possible options; a maximum of 5 students can sign up for each option. I've prepared a sign-up sheet, which I will keep in the mailbox on my office door.

This assignment is worth 10% of your final grade and is due on the day that your chosen article is discussed in seminar. It must be handed to me in class. If late, it will be penalized at a rate of 10% per day overdue.

**Purpose of assignment:** In the article review you will identify a historian's thesis, show how s/he used historical evidence, and provide a brief critique of the article. You will only read this article and you may not draw on other sources for your analysis. Warning: you may well have to read the article at least twice to fully understand the argument.

**Format:** double-space, 1" margins, 12 point font. Length: 250 words (excluding title page, footnotes and bibliography). Use the past tense. Include a title page.

**Footnoting and Bibliography:** Use the Rampolla style guide or the Camosun History Department's Style Guide on-line: [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf) to correctly format your notes and your bibliography.

**Plagiarism:** You **must** footnote when directly quoting or paraphrasing the author's words or ideas. Show me where in the article, the author stated the thesis, main points, or used a particular source.

### **CONSTRUCTING THE REVIEW:**

This short essay will consist of two paragraphs, each about 5-6 sentences in length.

#### **PARAGRAPH 1 – identify the author's thesis (or main points or argument)**

**Helpful hints:** Read the first and last few paragraphs in the article. Underline and note the points you think are critical. Then carefully read the whole article, underlining and noting the main points and sub-points. When you finish reading, compare the notes you made when you read the beginning and end of the article with the notes you made throughout. Do not worry if it takes more than one read! Think again about the question he/she may be answering then formulate a thesis statement or argument by answering the question.

A historian may also identify part of her/his argument or thesis is by referring to the works of other historians and then disputing and/or qualifying their findings by presenting new evidence. Watch out for this and include it in your thesis statement if appropriate.

**Paragraph 1 format** - Begin your essay as follows: In "name of article," Joe Smith (author's name/s) argued that... - then set out the author's argument. The argument usually contains three clear points. For example, this is how I articulated Arthur Silver's thesis in his article "Quebec and Confederation":

In "Quebec and Confederation," Arthur Silver argued that Quebec joined Confederation because powerful politicians such as Cartier believed that the British North America Act gave Quebec control over language and cultural issues and protected its distinctiveness. In addition, Silver argued that Cartier saw the union with Canada as the only viable option for Quebec at the time; Quebec did not want to risk annexation to the United States, nor was it able to be independent. Politicians in Quebec viewed confederation as a temporary union until Quebec was able to support itself economically and militarily.

#### **PARAGRAPH 2 – identify the main sources the author used and provide a brief critique of the article.**

The author likely used a mix of primary and secondary sources. Your task will be to **identify the sources** he/she used the most. In your **critique**, consider the following questions: Did the author support his/her thesis with sources? Did the author draw a conclusion but fail to support it? Was there an identifiable bias?

**Remember to attach a bibliography!**

### Mid-term Exam

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There will be a two-hour in-class midterm exam on **Wednesday, 28 October**. The exam is worth 25% of your final grade. We will discuss the exam in more detail in class as the big day gets closer.

### Seminar Participation

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You will be assigned to a seminar group, and your group will meet fourteen times over the fall term. Participation marks are worth 20% of your final grade. Marks will be calculated on Friday, 11 December (after the last class).

Seminars are a crucial element of this course. The study of History requires an appreciation of differing points of view and varying interpretations of evidence. It also requires the ability to critically analyze another person's theories or arguments. The seminars are where these skills are practiced.

As you're reading each article, it may help to consider certain important points. *What are the main arguments of each article? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions left unanswered by the article?* It may also be helpful to consider the author of each selection. *Who does the author represent and to whom is s/he talking? Why does s/he approach the topic in a particular way? Does the author use a specific methodology or theoretical perspective (feminist, socialist, etc.)? When was the article written, and does its timing affect its conclusions?*

**Students who miss more than three seminars will forfeit their entire participation mark.** Your mark will be based upon the frequency of your participation in discussions, and the quality of your contribution. To participate well means demonstrating that you have read the assigned articles carefully; that you have identified the salient points of the articles; and that you are prepared to discuss your ideas in a small-group setting.

**Lively and rewarding seminars require the contribution and participation of all group members.** Keep in mind, though: while spirited debate will be encouraged, any form of disrespect for your classmates will not be tolerated.

My role in the seminars is mostly as an observer. I will listen in on groups, make notes on students' participation, and occasionally interject with a comment or question if the discussion needs a boost. Feel free to ask me a question if your group is stuck on something. I encourage you to make the most of these seminars – they're much more interactive and inclusive than lectures, and the participation grade is a substantial portion of your final mark.

### Book Review

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This assignment is worth 20% of your final grade, and is **due on Wednesday, 02 December**. It must be handed to me in class. If late, it will be penalized at a rate of 5% per day overdue.

Your review will evaluate the historical effectiveness of *Kiss of the Fur Queen*. Some of the issues covered in the book are the residential school experience, the situation of First Nations people in urban centers, life on the reservations, aboriginal culture and art, First Nations' storytelling, etc. Your essay will use the book – plus other secondary and primary sources – to illuminate aspects of the past and the present for native people in Canada.

This review will be approximately 1000 words in length. Your paper must be double-spaced, on one side of the page only, and should have a cover page with a title and your student identification. Bibliographies should be placed on a separate page at the end of the essay. Make a photocopy of your essay for yourself, and keep all of your research notes, rough drafts, and essay outlines – I may ask to see this stuff.

An essay is a short literary composition having an analytical, interpretive, and critical purpose. A good essay is a coherent expression of ideas on a single theme, and it is organized carefully in sentences and paragraphs. Marks will be deducted for poor organization, ungrammatical writing, and for frequent spelling errors. To ensure correct spelling and syntax, do not rely on word-processing spell checkers or grammar checkers.

In developing your arguments, you will necessarily be depending on and sometimes borrowing evidence and ideas from others. When you quote directly the words of another author, you must put those words between quotation marks (“...”) and cite the exact source of the quotation in a footnote or endnote. Try not to use too many direct quotations. Quote another author only when his or her words are essential, in order to convey his or her exact meaning. If you paraphrase another author, or borrow an idea or conclusion, you must also acknowledge your debt in a footnote or endnote. It is also a good idea to use a footnote if you cite statistics or other evidence that is not common knowledge.

As well as the novel itself, your review will incorporate information and interpretations from at least 2 secondary sources (i.e. historical, academic books and/or articles), and one primary source (i.e. period newspaper articles, government reports, commission reports or transcripts, etc.). **Be especially wary of Internet sources – legitimate academic work is okay, but online encyclopedias, generic websites, and material with no author’s name attached should be avoided.** Please come and speak with me if you’re having any difficulties with sources.

In order to acquaint you with various stylistic techniques and the utilization of your sources, your review must incorporate at least 2 short (i.e. no more than 3-sentences/each) direct quotations from *Kiss of the Fur Queen*. The paper must also include at least one direct quotation from your primary source, and at least 2 direct quotations from your secondary sources. Use these direct quotes to illustrate or demonstrate a point that you are making in your evaluation.

Essays must contain footnotes or endnotes. You may **not** use the social science format for citations (i.e. parenthetical references to authors in the text of the essay). The format of footnotes must be consistent. Essays must also include a Bibliography listing all sources used in preparing the essay. For footnote/endnote and bibliographic format, please refer to the Camosun History Department Style Guide, which can be found online, via the History Department website.

**AN IMPORTANT NOTE ABOUT PLAGIARISM:** This disclaimer applies to all written work that you will submit in History 100. As stated above, you must give proper credit to borrowed ideas or quotations that you use in your essay. To falsely claim authorship of someone else’s ideas or words is called plagiarism. Plagiarism is a type of theft, and in this course it will result, at the very least, in a mark of zero for the assignment. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History paper. The ‘Net has also become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that Internet sources must appear in papers’ Bibliographies as well. I reserve the right to check any assignment with plagiarism detection devices including electronic search engines designed for this purpose. Please consult with me if you are unsure about proper documentation of your sources. See the Camosun College 2014-2015 Calendar (pp. 32-39) for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

**LATE POLICIES AND SUBMITTING YOUR ASSIGNMENTS:** Assignment due dates are firm, and assignments must be submitted to me in class on their due dates (otherwise they are considered late). No extensions will be considered except in cases of documented medical, psychological, or family emergency. If your paper is late because of illness or emergency, the penalty will be waived, but you must submit a note from a health practitioner. Computer/printer/disc problems will not be accepted as a valid excuse for a late essay. Late essays will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after the final class on Friday, 11 December. Please do not hesitate to see me if you're having any problems with the assignments.

### Final Exam

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There will be a two-hour final exam in December (the final exam period runs from December 14<sup>th</sup> to the 22<sup>nd</sup>). The test will be non-cumulative. I have no control over when the exam will take place, **so do not make plans for Christmas break until you have your exam date!** The exam is worth 25% of your final grade.

### Lecture and Seminar Schedule

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This schedule is subject to minor changes. We may fall behind slightly or find ourselves ahead of schedule at times. We may choose to wander down some uncharted paths. Additional films and guest speakers are a distinct possibility – we will make room in the schedule and adjust things accordingly. Students are encouraged to ask questions and offer opinions throughout.

Seminar articles are available electronically in an “e-reserve” folder, which is accessed via the Camosun Library’s website.

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|---------------------------|---|
| Wednesday, 09 September – | Course Introduction - Welcome to Hist 100!  |
| Friday, 11 September –    | Seminar: Breaking the Ice (no assigned readings)  |
| Wednesday, 16 September – | Lecture: History: Why We Study the Past   |
| Friday, 18 September –    | Seminar: Robert Galois, “The Voyages of James Hanna to the Northwest Coast: Two Documents,” <i>BC Studies</i> 103, Autumn 1994, pp. 83-88. (e-reserve); Coll Thrush, “Vancouver the Cannibal: Cuisine, Encounter, and the Dilemma of Difference on the Northwest Coast, 1774-1808,” <i>Ethnohistory</i> 58, 1, Winter 2011, pp. 1-35. (e-reserve) |
| Wednesday, 23 September – | Lecture: History, the Present, and the Future   |
| Friday, 25 September –    | Seminar: Robert Burns, “Queer Doings,” <i>The Beaver: Canada’s History Magazine</i> , April/May 2003, pp. 38-43. (e-reserve); Christopher Douglas Herbert, “Out on the Slopes: Activism, Identity, and Money in Whistler’s Gay Ski Week, 1992-2012,” <i>BC Studies</i> 181, Spring 2014, pp. 105-126. (e-reserve)                                 |
| Wednesday, 30 September – | Library Workshop: Meet in the Library Lab at 12:00 p.m.   |
| Friday, 02 October –      | Seminar: Wendy Wickwire, “To See Ourselves as the Other’s Other: Nlaka’spamux Contact Narratives,” <i>Canadian Historical Review</i> 75, 1, March 1994, pp. 1-20. (e-reserve)   |

- Wednesday, 07 October – Lecture: The Hijacking of History  
 Friday, 09 October – Seminar: Sylvia Van Kirk, “Tracing the Fortunes of Five Founding Families of Victoria,” *BC Studies* 115/116, Autumn/Winter 1997-1998, pp. 149-179. (e-reserve)
- Wednesday, 14 October – Film: *Canyon War*  
 Lecture: History and Decision-Making  
 Friday, 16 October – Seminar: Karen Dubinsky and Franca Iacovetta, “Murder, Woman-ly Virtue, and Motherhood: The Case of Angelina Napolitano,” *Canadian Historical Review* 72, 4, 1991, pp. 505-531. (e-reserve)
- Wednesday, 21 October – Lecture: Researching a History Essay  
 Friday, 23 October – Seminar: Patrick Dunae, “Making the Inscrutable, Scrutable: Race and Space in Victoria’s Chinatown, 1891,” *BC Studies* 169, Spring 2011, pp. 51-80. (e-reserve)
- Wednesday, 28 October - **\*\*Midterm Exam\*\***  
 Friday, 30 October – Seminar: Mark Osborne Humphries, “Between Commemoration and History: The Historiography of the Canadian Corps and Military Overseas”; Amy Shaw, “Expanding the Narrative: A First World War With Women, Children, and Grief”; Tim Cook, “Battles of the Imagined Past: Canada’s Great War and Memory”; Christopher Moore, “1914 in 2014: What We Commemorate When We Commemorate the First World War”; four short articles in *Canadian Historical Review* 95, 3, Sept. 2014, pp. 384-406, 417-432. (e-reserve)
- Wednesday, 04 November - Lecture: Residential Schools in Canada  
 Friday, 06 November - Seminar: Paige Raibmon, “‘A New Understanding of Things Indian’: George Raley’s Negotiation of the Residential School,” *BC Studies* 110, Summer 1996, pp. 69-96. (e-reserve)
- Wednesday, 11 November - **\*\*Remembrance Day – No Class\*\***  
 Friday, 13 November - Seminar: *Kiss of the Fur Queen*
- Wednesday, 18 November – Film: *The Sterilization of Leilani Muir*  
 Lecture: Researching a History Essay  
 Friday, 20 November - Seminar: Daniel Heidt, “Howard Charles Green and the Japanese Canadians,” *BC Studies* 164, Winter 2009/10, pp. 31-50. (e-reserve)
- Wednesday, 25 November – Guest Speaker: Martha Black, Royal B.C. Museum  
 Friday, 27 November - Seminar: Becki Ross, “Bumping and Grinding on the Line: Making Nudity Pay,” *Labour/Le Travail* 46, Fall 2000, pp. 221-250. (e-reserve)
- Wednesday, 02 December – **\*\*Kiss of the Fur Queen Review Due Today\*\***  
 Lecture: Pounding it Out: Writing a History Essay  
 Friday, 04 December – Seminar: Matt Cavers, “‘Victoria’s Own Oak Tree’: A Brief Cultural History of Victoria’s Garry Oaks After 1843,” *BC Studies* 163, Autumn 2009, pp. 63-85. (e-reserve)



Wednesday, 09 December –  
Friday, 11 December -

Lecture: Why Does History Matter?

Seminar: Megan J. Davis, "Women Unafraid of Blood: Kootenay  
Community Midwives, 1970-90," *BC Studies* 183, Autumn 2014,  
pp. 11-36. (e-reserve)