



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-100-001
Introduction to History
Fall 2019

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

* Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

| | |
|------------------|---|
| (a) Instructor | Dr. Stephen Fielding |
| (b) Office hours | Mondays and Wednesdays 1:00-2:15, or by appointment |
| (c) Location | Young Building 320, Lansdowne Campus |
| (d) Phone | 250-370-3390 Alternative: |
| (e) E-mail | FieldingS@camosun.bc.ca |
| (f) Website | http://camosun.ca/learn/school/arts-science/bios/Fielding-Stephen.html |

Growing up as the kid of a railway worker, I spent my childhood moving around, from Niagara Falls to Fort Erie, Sarnia, and finally, Winnipeg. I've also lived in Vancouver, Toronto, and Rome, Italy. I completed my first degree at the University of Winnipeg, then a Master of Arts from Simon Fraser University, and received a Ph.D. from the University of Victoria.

I have taught History and Religion at four colleges and universities and published research on a wide range of topics, including immigration, multiculturalism, sport, gender, religion, and ethnic food. My wife is from Italy (I won the lottery) and we are parents of a 9-year-old girl and ~~little monster~~ nearly 4-year-old boy.

This is my first time teaching HIST 100 and I am looking forward to exploring *Introduction to History* with you this semester.

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

(a) Texts

Richard Wagamese, *Indian Horse*, Toronto: Douglas & McIntyre, 2002.

4. Course Content and Schedule (subject to change by instructor)

Lectures (Wednesdays 10:00-11:50)

Every Wednesday will feature a two-hour lecture, punctuated by a ten-minute break. I will introduce and unpack select key themes in the study of history, which in most cases you will further discuss at that week's seminar meeting.

Seminars (Fridays Section A 10:00-10:50, Section B 11:00-11:50)

We discuss the assigned materials (a combination of primary and secondary sources) made available through links on the course D2L. Make notes you read them and, ideally, bring these for the group seminar discussions. Although I do not grade the notes themselves, I strongly recommend bringing notes as part of your seminar preparedness. Two seminars are devoted to exploring primary sources on the *Death of a Diplomat* website, which will provide the basis for your 2-page response. I will explain the research process and assignment in further detail on the assigned seminar dates.

Important Dates at a Glance

| | |
|--|------------------|
| First day of class (a lecture) | Wed. September 4 |
| Death of a Diplomat Primary Sources Response Due | Wed. October 2 |
| Midterm Exam | Wed. October 16 |
| Article Review Due | Wed. October 30 |
| Indian Residential Schools- <i>Indian Horse</i> Assignment Due | Wed. November 20 |
| Last class (a seminar) | Fri. December 6 |
| Final Exam | Date TBA |

Lecture and Seminar Schedule

WEEK 1

Wed. September 4 Welcome to HIST 100
Lecture: What is History? What does a Historian do?

Fri. September 6 Seminar 1:
Using Data to Identify and Explore Historical Change
www.Gapminder.org in-class exercise (no advanced readings, a guide will be provided during class)

WEEK 2

Wed. September 11 Lecture 1: 9/11 in Retrospect
Lecture 2: First Encounters

Fri. September 13 Seminar 2: Perspectives on Contact
Readings:
1. Selections from Simon Fraser's Journal, May 28-July 22, 1808, D2L
2. Wendy Wickwire, "To See Ourselves as the Other's Other: Nlaka-spamux Contact Narratives," *Canadian Historical Review* (1994), D2L

WEEK 3

Wed. September 18 Lecture: Cold War Chronicles

Fri. September 20 Seminar 3: Using Primary Sources to Solve Historical Problems: The Death of a Diplomat: Herbert Norman and the Cold War, Great Unsolved Mysteries in Canadian History Website, <http://canadianmysteries.ca/en/index.php>

WEEK 4

Wed. September 25 Lecture: History and Consumption
Includes Clips from BBC documentary *Century of the Self, Episode 2 Happiness Machines*, (2002)

Fri. September 27 Seminar 4: Using Primary Sources to Solve Historical Problems: The Death of a Diplomat

WEEK 5

Wed. October 2 Lecture 1: War without Weapons? Sports History
Lecture 2: Causation and Change over Time
***The Death of a Diplomat Response Due**

Fri. October 4 Seminar 5: The Meta-narrative
Case Study: What factors explain the Rise of the West? Two perspectives
Readings:
1. Robert Marks, "The Rise of the West?" p. 1-16, on D2L.
2. Niall Ferguson, "Introduction," *Civilization: The West and the Rest*, pages 1-18, on D2L

WEEK 6

Wed. October 9 Lecture 1: Multiculturalism
Lecture 2: History and Memory

Fri. October 11 Seminar 6: Re/membering the Past
Readings:

1. WW1: Four short articles in the *Canadian Historical Review* 95, 3 (Sept. 2014) pp. 384-406, 417-432, on D2L

WEEK 7

Wed. October 16

Midterm Exam

Fri. October 18

Seminar 7: Researching History. Meet in Library Learning Lab

WEEK 8

Wed. October 23

Lecture 1: The Nature of History and the History of Nature
Lecture 2: Guest Lecture by Dr. Jenny Clayton on Parks, Conservation, and Wilderness—Environmental History

Fri. October 25

Seminar 8: Re/Defining Nature

Readings:

1. Excerpt from, William Cronan, *The Trouble with Wilderness* (1996), on D2L
2. J. Michael, Thoms, "A Place called Pennask: Fly-fishing and Colonialism at a British Columbia Lake," *BC Studies* (2002), on D2L

WEEK 9

Wed. October 30

Lecture 1: The Indian Residential Schools System
Lecture 2: Ways of Knowing: The Lenses of History

***Article Review Due**

Fri. November 1

Seminar 9: One Event, Five Lenses. Comparing Historical Perspectives ("Historical Perspective" Group sign up on D2L)

WEEK 10

Wed. November 6

Lecture: Oral History and Memory. Special Guest. Elder Victor Underwood of the Tsawout First Nation

Fri. November 8

Seminar 10: Sensing History—A History of the Senses

Readings:

1. Excerpts from Mark M. Smith, "History of the Senses," *Journal of Social History* (2007), on D2L
2. Excerpts from Nicholas Kenny, *The Feel of the City: Experiences of Urban Transformation* (2014), on D2L

WEEK 11

Wed. November 13

Film: *Indian Horse* (2018)

Fri. November 15

Seminar 11: *Indian Horse*, a Discussion

Readings:

1. Richard Wagemese, *Indian Horse*
2. Braden Te Hiwi and Janice Forsyth, "A Rink at this School is almost as Essential as a Classroom": Hockey and Discipline at Pelican Lake Indian Residential School, 1945-1951," *Canadian Journal of History* (2017), D2L

WEEK 12

Wed. November 20

Gendering History

***Indian Residential Schools-*Indian Horse* Primary Source Essay Due**

Fri. November 22

Seminar 12: Gender and Intersectionality

Reading:

1. Mary-Ellen Kelm, "Manly Contests: Rodeo Masculinities at the Calgary Stampede," *Canadian Historical Review* (2009), on D2L

WEEK 13

Wed. November 27

Race and Racialization

Film, *The Rise and Fall of an American City: Race and Politics in Detroit, 1910-2013*, Harvard Kennedy School, (2017), 30 mins

Fri. November 29

Seminar 13: Race, Poverty, and Economic Decline

1. Thomas J. Sugrue, "Introduction," *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit*, Updated Edition, (2014)
<https://press.princeton.edu/titles/10233.html>

WEEK 14

Wed. December 4

Re-Presenting the Past: History and Film.

Fri. December 6

Seminar 14: Youth Rebellion in Historical Context

Readings:

1. John Storey, "Rockin' Hegemony: West Coast Rock and Amerika's War in Vietnam," (1988), on D2L

5. Basis of Student Assessment (Weighting)

Grade Breakdown

| | |
|--|------------|
| Death of a Diplomat Primary Sources Response | 10 percent |
| Article Analysis | 10 percent |
| Indian Residential Schools/ <i>Indian Horse</i> comparative source essay | 25 percent |
| Midterm Exam | 20 percent |
| Final Exam | 25 percent |
| Seminar Participation | 10 percent |

Assignments

Key instructions for all assignments (Please take note of this)

As with most other History courses, all course assignments are compulsory. Each is discussed in more detail below.

All assignments must be in hard copy, single-sided, double-spaced, paginated, written in a standard 12-point font (such as Calibri), and have normal (1 to 1.25 inch) margins. Please do not forget to spell-check your assignments.

There must also be a title page that includes the name of your assignment, your name and student ID, my name, course code, and date submitted. And it must be affixed with a staple. Papers must be handed in to me at the beginning of class.

Late assignments will be **deducted at 5% per day** to a maximum of one week, after which they will received a grade of zero.

a) Death of a Diplomat Primary Sources Response

10 percent

Two of our seminars are dedicated to researching primary sources related to the case of Herbert Norman, a Canadian Diplomat who fell from an Egyptian balcony to his death in 1957. Norman became enmeshed in early Cold War tensions and was accused by the CIA of being a communist sympathizer. After two seminars of research, you will write a 2-page response to four prepared questions, making use of the primary sources you consulted on the website to address unanswered questions surrounding his death. Special step-by-step instructions for this assignment have been uploaded to D2L.

b) Article Review

10 percent

The purpose of this review assignment is learn how to summarize and analyze academic writing, and to organize and express it in your own words. Each student will select an academic article from a list of eleven options. Please note that only four (4) students can sign up for a particular article. There will be a sign-up sheet in class. The length of the assignment is 1 to 1.5 pages.

Purpose of the Review: You will need to 1) identify the historian's (the writer's) thesis, 2) assess how s/he used historical evidence (their sources), and then 3) briefly critique the article. You will only be reading and responding to this article. Please note that, in order to answer the three questions, you will likely have to read the article more than once.

How to Cite an article review: You only need to cite the article itself (no bibliography required). However, a bibliographic citation of the article itself should appear at the top of the assignment, between the title and where your writing begins. All other direct or indirect references should appear in parentheses at the end of a sentence or a quote in the text itself, noting only the page number where you found something. Eg. Fielding claims that Canadian multiculturalism existed in popular grassroots forms long before it became official policy (356).

How to Construct the Review:

Paragraph 1 – a) Identify the Author's Thesis (the main point/argument)

This information can be found in the first two paragraphs of the article, and it is typically summarized later in the final one or two paragraphs. I recommend that you underline or highlight the thesis itself, in addition to the points and subpoints you think are critical. After reading the entire article once or twice, think broader about the issue/argument the historian is addressing and trying to answer. Very often, a historian will identify the writings and opinions of other historians. In this way his/her article can be seen as part of a larger "conversation" on that topic, and the author of the article may be presenting new evidence and perspectives by challenging earlier findings.

You will begin your first paragraph with,

In ["name of article"], Stephen Fielding argues that...(lay out the author's main argument).

The main argument usually contains three or more key points. Identify them all. Make sure that your description makes logical sense and connects the author's main points in clear fashion.

Paragraph 2 – a) Identify the key sources the author used, and b) Critique the article

Mostly likely, the author used a combination of primary and secondary sources. Your objective is to pinpoint the sources s/he used most often and/or relied upon most heavily to make his or her main points. In other words, you'll want to read the fine print, which can be found either at the bottom of each page (citations known as footnotes) or at the end of the article (citations known as endnotes) In your critique, consider if (or to what extent) the author was able to support his or her thesis with evidence. Was the conclusion well supported? Did you detect a particular bias?

c) Indian Residential Schools—*Indian Horse* comparative source essay

25 percent

We will be reading and then discussing Richard Wagamese's fictional book, *Indian Horse*. It is a beautiful work of historical fiction set against the backdrop of Canada's Residential School Program. In the space of 1000 words (4-5 pages) you will review, compare, and contrast the experience of the main character, Saul Indian Horse, and the key themes, events, and storylines from the book to primary source documents of the Indian Residential schools and oral history accounts of Residential School survivors. These were recently collected and recorded during the federal Truth and Reconciliation Commission. In the essay, **make sure to consult a minimum of four (4) school print documents and four (4) oral histories**. Also, this assignment needs to include a bibliography on a separate piece of paper. It should list a) the novel, b) the Braden Te Hiwi and Janice Forsyth article, and c) all primary source documents quoted, paraphrased, or consulted from the Truth and Reconciliation Commission website.

*I will provide further instructions in class and on D2L closer to the deadline.

Other things to think about:

Considering Viewpoints

The essay is more than a summary of the evidence and comparison of historical fiction with actual documents and memories. You must draw your own parallels and distinctions and explain what evidence persuades you that this interpretation is most accurate.

Quality of Writing

The quality of your writing matters a great deal and marks will be deducted for poor organization, unclear expression, grammatical errors, and frequent spelling errors. To ensure correct spelling and syntax (sentence structure), do not rely too much on spell checkers and grammar checkers. Proof-read your work and, ideally, ask another person to read it over. Also beneficial is to read your own work to yourself out loud. Doing this can enable you to identify confusing or incorrect expression. Lastly, please try to avoid "casual speak" and make sure to cite others' ideas or information that is not general knowledge.

Using Quotations and Footnotes:

In developing your arguments, you will be depending on and sometimes borrowing evidence 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. Try not to use a lot of quotations and avoid long ones (longer than 3 or 4 lines). Quote an author when you think his or her ideas are essential to convey the exact meaning of what they said. If you paraphrase another author or borrow their idea, you must also acknowledge this in a footnote. It is not necessarily, however, to cite general knowledge i.e. The Second World War began in 1939, or Wayne Gretzky was born in Brantford, Ontario.

Bibliography:

The essay must be followed with a Bibliography on a separate sheet of paper, listing the websites and **all of the sources you consulted** in the assignment, whether they are quoted or not. Formatting must be in **Chicago Style**. We will explore this in class; additionally, you can refer to the *Chicago Style* formatting manual, called the Camosun History Department Style Guide, which is on the History Department website. Other styles, such as MLA or APA social science formatting (parenthetical reference to authors in the text of the essay), will not be accepted.

Grading Criteria:

The research paper will be evaluated according to three criteria:

1. Referencing your sources with footnotes and/or bibliography (10%)
2. Writing style and organization (30%)
3. Supporting evidence and analysis (60%)

The essay is to be written in paragraph form. It should contain:

1. A clear **introduction** that presents the general topic and then outlines your own argument—which is, the main differences and similarities exist between the fictional account of Indian Horse and the written and oral record in the Truth and Reconciliation Commission Archives.
2. A **body** that supports the argument with historical evidence and analyzes that evidence.

Ideally, it will consider opposing or different opinions. Choose sources that can provide these for you.

3. A **conclusion** that re-summarizes your arguments and the evidence you used to support it. You might also want to allude to what is still unknown about the subject.

An Important Note on Plagiarism: All written work that you submit in History 100 must be your own original work. You must give proper credit to borrowed ideas or quotations that you use in an essay. To falsely claim authorship of someone else ideas or words is called plagiarism. It is a type of theft and will automatically result in a grade of zero, at the very least. Similar penalties will be applied to any student who buys, borrows, or resubmits, a previous-completed History paper. The internet has become a popular tool for dishonest students who want to cut corners on assignments. Keep in mind that internet sources, like everything consulted in your research, must appear in the bibliography. I reserve the right to check any assignment with plagiarism detection software. Please consult me if you are unsure about how to properly document your sources. See the Camosun Calendar 2015-6 (pp. 32-39) for full policies and penalties with regards to plagiarism, cheating, and other unacceptable student conduct.

Late Policies and Submitting Your Assignments: Assignment due dates are firm and assignment must be submitted to me in class on the due date or they will be considered late. As noted earlier, **late assignments will be penalized at five (5) percent per day to a maximum of one week**, after which they will no longer be accepted. 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, you will need a doctor's note to waive the penalty. Explanations about computers, flash drives, or dogs on a paper diet will not be accepted. However, at any time please do not hesitate to see me if you are having problems with the assignments.

d) **Midterm Exam** **20 percent**

There will be a two-hour in-class mid-term exam on **Wednesday October 16**. It is worth 20% of your total grade and it is closed book. The test consists of multiple choice, short-answer (identify a term and its historical significance) and long-answer questions.

e) **Final Exam** **25 percent**

There will also be a 2-hour final exam at the end of the semester. It is worth 25% of your total grade and it will take place during the formal examination week. It will follow a similar format to the midterm exam. Do not make holidays travel plans until the final exam schedule is released. The exam period runs from December 9-17.

f) **Class Participation** **10 percent**

History is most interesting and relevant when discussed and debated. Students are welcome to ask questions and provide insightful comments during the lectures, and I will engage them as time permits.

Seminars

Each Wednesday is devoted to group discussions (called "seminars") based on that day's readings. In these smaller groups, students will, after reading the assigned material and using critical thinking, debate the arguments and evidence from the articles they read and consider one another's interpretations.

Your participation mark will be based primarily on the seminars.
During each seminar class, you will be graded according to three criteria:

- a) Attendance
- b) Contributions to seminar discussions
- c) Quality of these contributions

***It is essential that you do the readings before the seminar.** To participate well means demonstrating that you read the assigned articles carefully; that you have identified the key points of the articles; and

that you are prepared to discuss your ideas in a small-group setting. Otherwise, you will not be able to contribute very much and this will result in lost participation marks.

What to consider as you prepare for seminars:

As you do the readings in preparation for class, it may help to consider certain points. What are the main arguments made in each source? What types of evidence are used to support these arguments? Do you find the arguments convincing? Are there any important questions or issues left unanswered by the article?

It may also help to consider the author of the article. Who or what group or interests does the author represent and to whom is s/he talking? Why does s/he approach the topic in this way? Does s/he demonstrate inherent bias or persuasion? Does the author use a specific methodology or theoretical perspective (socialist, capitalist, feminist, etc.)? When was the article written, and does this timing affect its conclusions?

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. College Supports, Services and Policies



Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. 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 | | 1 |
| 0-49 | F | Minimum level has not been achieved. | 0 |

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

| Grade | Description |
|-------|---|
| COM | The student has met the goals, criteria, or competencies established for this course, practicum or field placement. |
| DST | The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement. |
| NC | The student has not met the goals, criteria or competencies established for this course, practicum or field placement. |

B. 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 <http://camosun.ca/about/policies/index.html> 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. |