



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Humanities**

**HIST-100-002**  
**Introduction to History**  
**Fall 2019**

**COURSE OUTLINE**

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

Ω 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.

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**1. Instructor Information**

(a) Instructor	Jenny Clayton
(b) Office hours	Monday 10:30-11:30 am, Wednesday 11 am-12 pm, or by appointment
(c) Location	Young 312
(e) E-mail	claytonj@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

- a) There is no textbook assigned for this course – seminar readings are available online through the History 100 D2L site, online through the Camosun Library catalogue, and on reserve at the library.
- b) Camosun College Department of Humanities History Style Guide (June 2016) available on the course D2L site or at <http://camosun.ca/learn/subjects/history/style-guide.pdf>

### 4. Course Schedule

#### Class times and location:

Lectures	Monday	Sections A+B	12:30-2:20 pm in Fisher 268
Seminars	Wednesday	Section A	12:30-1:20 pm in Fisher 268
Seminars	Wednesday	Section B	1:30-2:20 pm in Fisher 268

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

- 20% Participation
- 10% First Assignment, due Monday October 7
- 15% Midterm Exam, in class on Monday October 21
- 10% Essay Proposal, due Monday November 4
- 25% Research Essay, due Monday November 25
- 20% Final Exam, will take place during the Exam period, December 10-18

#### Weekly Seminar Participation (20%)

Seminar discussions will take place on Wednesdays. Readings are available on D2L.

**\*\*\*Students who miss more than three seminars will forfeit their entire seminar mark\*\*\***

The grade for seminar participation is based on the quality of student participation and submitting 1-2 pages of notes on each article or set of primary sources as evidence of your attendance. If no notes are submitted at the end of a seminar that you attend, 1/20% will be deducted from the participation grade. A very good grade may be earned by making regular contributions to discussions that demonstrate a thoughtful understanding of the material, and by participating in the conversation in such a way that engages with and invites contributions from other students.

**Written component:** To prepare for discussions, please write 1-2 pages of notes on each article or set of primary sources that we read. These notes will not be graded, but they will assist in determining the quality of your participation. These notes will also be useful when preparing for exams.

#### In your notes, please include:

-your name and the date

-the author's name and title of the article

For secondary sources: thesis or main argument, notes on the content (this section should contain the most detail), your reflections on the strengths and weaknesses of the article, and a brief summary of the types of primary sources used

For primary sources: main purpose of the document, notes on the content, and your reflections on potential bias (way the document is shaped to achieve the purpose)

\*Please bring two questions or points to discuss

**First Assignment:** This short paper will compare the seminar readings by Harris and Thomson/Ignace. More details will be provided in class and on D2L.

## Research Assignment

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The purpose of this assignment is to research and write an essay on a topic in BC or Canadian history that interests you. Choose your essay topic and primary source from the list I will provide. Alternative suggestions for research topics are welcome – please consult with me first to confirm and secure my permission in writing. You may want to write on an aspect of your own family or community history in Canada. Some topics will be quite general and need to be narrowed down.

### Part 1: Primary source analysis and essay proposal (3-4 pages)

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This assignment is a preparatory step towards the research paper. To place your primary source in context, find out more about the author and the event or topic. Look up the author and the topic in at least one of the following reference books or encyclopedias, and use this information to introduce the topic in an opening paragraph. If the author of your source does not appear in one of these books/websites, focus on the topic or event he or she discussed. Please reference this information with footnotes.

- Encyclopedia of British Columbia (available online by searching the book catalogue at the Camosun Library)
- Canadian Encyclopedia: <https://www.thecanadianencyclopedia.ca/en/>
- Jean Barman, *West Beyond the West* (on reserve)
- Canadian history textbooks (on reserve)

Next, identify and analyse the primary source and in one or two paragraphs, answer the following questions about the document:

- What kind of source is this, where and when was it created?
- Who was the author? Provide a brief introduction.
- Summarize the contents: what does the source tell you about the topic?
- Why do you think the author wrote this text or made this statement?
- In what ways does the source present a particular point of view or bias? Does it include certain information while potentially omitting other information? For example, does the position of the author (“race,” class or gender) or the purpose for which the text was produced, affect the way the document was written, the content or the message?
- What did you find particularly interesting about this source? Did anything surprise you? Was anything unclear?
- What questions did this source raise for you? These questions may help guide your research paper.

Once you have responded to the questions above, explain in what context you are intending to use the primary source – what are your plans for your later research paper? In other words, **what research question will guide your proposed paper?**

The last part of this assignment is to provide a list of **a minimum of four recent academic secondary sources** (see criteria below) with which you plan to write your research paper. Please list these sources in a bibliography following the format in the *History Style Guide* and add two sentences for each source to explain how these will help answer your research question.

The first assignment will be marked on your understanding of the content of the primary source, your critical reflection on the purpose and potential biases in the primary source, and the feasibility of the research question in relation to your proposed secondary sources. Is your question narrow enough to be examined in some depth in a paper of 7-8 pages, and will the sources you provide be adequate to answer your question in some detail? In addition, the assignment should be well written, organized and use the correct formatting for a bibliography. For a workable proposal, make sure you have a good understanding of the content of your proposed secondary sources.

**\*I will provide more detailed instructions for this assignment in class.\***

## **Part 2: Research Essay (7-8 pages)**

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This assignment is an opportunity to place your chosen primary source into a broader context by engaging with the work of Canadian historians. To write this essay you will need to find **at least four recent academic secondary sources** that provide information and analysis directly related to your primary source.

### **Academic sources:**

- Books or articles written by historians after 1985
- Books published by a university press and peer-reviewed articles.
- Articles should be at least 15 pages long
- Articles and books must have footnotes, or otherwise reference all evidence to specific sources

The textbooks and websites you consulted in the essay proposal are not included in the four academic sources, although if you use them for the research essay, they must be referenced.

The essay must have a title, footnotes and a bibliography. The paper should begin with a paragraph introducing the reader to the topic, and this paragraph will end with your thesis statement. The thesis statement will be the answer to your research question, and the main body of the essay will develop and support your thesis. The essay should be well-written, logically organized, and show how you have thought about this topic (critical analysis). How has this topic been examined by other historians? What did you find in your primary research? How does your research add to, fit with, or even challenge other interpretations? The analysis should be supported by convincing specific evidence from your primary and secondary sources. The essay will end with a conclusion summarizing your main points.

**\*Additional information on writing a research essay will be provided in class.\***

For more information on researching and writing, see the History Style Guide.

**A Note on Due Dates:** Papers must be handed in to the instructor on the due date, either in class or in my office. Marks will be deducted at the rate of 5% per day. If your assignment is late because of illness or family affliction, please submit a note from a health practitioner to avoid or reduce a late penalty.

If at any time throughout the term you are experiencing difficulty studying for exams or completing your assignments, please come and see me prior to the due dates.

**Backup:** Students are responsible for keeping a copy of all work submitted. Computer or printer failures are not good reasons for late papers.

## Evaluation:

The research essay will be marked based on the following criteria:

- **Critical analysis.** Original and independent thought. What do you think about the material you have found? Why did you make the argument that you did? Which sources are more convincing and why? How are your sources biased? A well-balanced essay will include information that may disagree with your thesis as long as you explain why you are more convinced by one source than by another. An original and creative essay will provide a new interpretation that might change my mind or the way I teach this course.
- **Clear argument and organization.** State your thesis in the introduction and develop it in a well-organized paper. The thesis statement is an answer to the essay question. Based on the research you have done, take a point of view and defend it. The information you present should be logically organized and support your thesis statement. Beginning each paragraph with a topic sentence that is connected to the argument helps to guide the reader.
- **Strong evidence.** Is the paper based on adequate evidence from relevant primary and secondary sources? Is the evidence sufficient to convincingly support the thesis? Is the evidence critically examined? How well does your paper integrate and engage with the primary and secondary sources?
- **Footnotes and bibliography.** All evidence that is not common knowledge should be referenced using correct footnote style. Use footnotes when you are quoting another person and even when you are paraphrasing another person's ideas or findings in your own words. Students must use and follow the Chicago Style for history – please see the History Style Guide posted on D2L. Students uncertain about referencing should consult the instructor before handing in the assignment.
- **Writing style.** The essay should be well written, have no spelling errors, and be grammatically correct. It should also be interesting to read. Avoid long block quotes – it is better to summarize and put information in your own words. Writing several drafts, having a friend or family member read your work, and reading your work aloud all help improve the quality of your writing.

**Examinations:** To prepare for exams, attend lectures and seminars and read all course materials. When reading, take note of themes or issues discussed in lectures and discussion groups. Information about the midterm and final examination will be provided in class. There will be two exams: a midterm held on Monday October 21 worth 15%, and a final held during the college's examination period worth 20% of the final grade.

## 6. Grading System

Standard Grading System (GPA)

Competency Based Grading System

## 7. Recommended Materials to Assist Students to Succeed Throughout the Course

## Learning Support and Services for Students – provided free to Camosun students

Counselling Centre: <http://camosun.ca/services/counselling/>

Disability Resource Centre: <http://camosun.ca/services/drc/>

Learning Skills: <http://camosun.ca/services/learning-skills/index.html>

Writing Centre: <http://camosun.ca/services/writing-centre/>

College Ombudsman: <http://camosun.ca/about/ombudsman/>

**Student Conduct Policy** – it is the student’s responsibility to become familiar with this policy. <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>

## 8. 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>

### 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

## 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.

**A Note on Plagiarism:** Plagiarism will result in a failing grade on the assignment and may result in a failing grade for the course and/or further disciplinary action by the College. Please see the Student Conduct Policy.

What is plagiarism?

1. The use of another person's words (sentences/phrases/paragraphs) without including quotation marks and footnotes. This applies to any written work published in book, text, or magazine form, or anything located on the Internet. In other words, it is plagiarism if someone copies and pastes work from the Internet and presents that work as his/her own.
2. Paraphrasing any author's words or ideas without using a footnote to cite the source.
3. Copying another student's work, either on assignments or exams.

## CLASS SCHEDULE

Sept. 4	Introduction
Sept. 9	<b>Lecture:</b> What is history? Why do we study the past?
Sept. 11	<b>Seminar 1:</b> What is the value of history? Who has been included and who has been left out? <ul style="list-style-type: none"><li>• Peter Stearns, "Why Study History," <a href="https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)">https://www.historians.org/about-aha-and-membership/aha-history-and-archives/historical-archives/why-study-history-(1998)</a> Adele Perry, "Presence, Absence, and the Writing of BC History," <i>BC Studies</i> no. 132, Winter 2001/02, 57-64.</li></ul>
Sept. 16	<b>Lecture:</b> Primary Sources
Sept. 18	<b>Seminar 2:</b> Looking at the Douglas Treaties through primary sources <ul style="list-style-type: none"><li>• Primary sources on D2L</li></ul>
Sept. 23	<b>Lecture:</b> Secondary Sources
Sept. 25	<b>Seminar 3:</b> Where historians disagree <ul style="list-style-type: none"><li>• Cole Harris, "Strategies of Power in the Cordilleran Fur Trade," in <i>The Resettlement of British Columbia: Essays on Colonialism and Geographical Change</i> (Vancouver: UBC Press, 2000), 31-67.</li></ul>
Sept. 30	<b>Lecture:</b> How have historical methods changed over time?

- Oct. 2      **Seminar 4:** Where historians disagree
- Duane Thomson and Marianne Ignace, “They Made Themselves Our Guests’: Power Relationships in the Interior Plateau Region of the Cordillera in the Fur Trade Era,” *BC Studies* 2005 (146): 3-35.
- Oct. 7      **\*\*First assignment due\*\***
- Oct. 9      **Lecture:** Oral History: First-Hand Accounts
- Oct. 9      **Seminar 5:** Remembering the Great Depression
- Denyse Baillargeon, “If You Had No Money, You Had No Trouble, Did You?': Montreal Working-Class Housewives During the Great Depression,” *Women’s History Review*, vol. 1, no. 2, 1992, 217-237.
- Oct. 14     **Thanksgiving:** No class
- Oct. 16     **Workshop:** Preparing the Essay Proposal
- Oct. 21     **\*\*Midterm Exam\*\***
- Oct. 23     **Workshop:** Library Research
- Oct. 28     **Lecture:** Oral History: Recounting the Distant Past
- Oct. 30     **Seminar 6:** Oral history of glaciers
- Julie Cruikshank, “Glaciers and Climate Change: Perspectives from Oral Tradition,” *Arctic* 54.4 (December 2001), 377-393.
- Nov. 4      **\*Essay Proposal Due\***
- Nov. 6      **Lecture:** Public History and Commemoration
- Nov. 6      **Seminar 7:** Commemorating War in Canada
- 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.
- Nov. 11     **Remembrance Day:** No Class
- Nov. 13     **Workshop:** Writing the research essay
- Nov. 18     **Guest Lecture:** Dr. Stephen Fielding, Sport History
- Nov. 20     **Lecture:** Gender History
- Nov. 20     **Seminar 8:** Women and war
- Cynthia Toman, “Front Lines and Frontiers: War as Legitimate Work for Nurses;” *Rethinking Canada*, Chapter 15, on D2L.
- Nov. 25     **\*\*Research Essay Due\*\***
- Nov. 27     **Lecture:** Environmental History
- Nov. 27     **Seminar 9:** The history of “wilderness”
- I.S. MacLaren, “Cultured Wilderness in Jasper National Park,” *Journal of Canadian Studies* Vol. 34 Issue 3 (Autumn 99), 7-58.
- Dec. 2      **Lecture:** History and Power/Careers in history
- Dec. 4      Review for Final Exam

**Final Exam will take place during the exam period: December 9-17**