



CAMOSUN COLLEGE
School of Arts & Science
Department of Humanities

HIST-100-D01
Introduction to History
Fall 2020

COURSE OUTLINE

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.

1. Instructor Information

- (a) **Instructor** Chris Morier
- (b) **Office hours** Monday – Friday, 1:00 – 3:00 pm, phone calls only
- (c) **Location**
- (d) **Phone** 250-370-3518 **Alternative:**
- (e) **E-mail** 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

All History 100 course materials will be posted on D2L.

4 Course Content and Schedule

Week One	<p>Introduction Video: Welcome to History 100! Lecture 1: History: Why We Study the Past</p> <p>Article: Karen Dubinsky and Franca Iacovetta, "Murder, Womanly Virtue, and Motherhood: The Case of Angelina Napolitano," <i>Canadian Historical Review</i> 72, 4, 1991, pp. 505-531.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 11 September. (You probably won't have time to consider this option.)</p>
Week Two	<p>Lecture 2: History: The Good and the Bad</p> <p>Article: Wendy Wickwire, "To See Ourselves as the Other's Other: Nlaka'pamux Contact Narratives," <i>Canadian Historical Review</i> 75, 1, March 1994, pp. 1-20.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 18 September.</p>
Week Three	<p>Lecture 3: History and Its Battlegrounds</p> <p>Article: Jean Barman, "Beyond Chinatown: Chinese Men and Indigenous Women in Early British Columbia," <i>BC Studies</i> 177, Spring 2013, pp. 39-64.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 25 September.</p>
Week Four	<p>Lecture 4: History and Identification</p> <p>Article: Sylvia Van Kirk, "Tracing the Fortunes of Five Founding Families of Victoria," <i>BC Studies</i> 115/116, Autumn/Winter 1997-1998, pp. 149-179.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 02 October.</p>
Week Five	<p>Lecture 5: History and Its Implications</p> <p>Article: Patrick Dunae, "Making the Inscrutable, Scrutable: Race and Space in Victoria's Chinatown, 1891," <i>BC Studies</i> 169, Spring 2011, pp. 51-80.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 09 October.</p>
Week Six	<p>Lecture 6: What is Historiography?</p> <p>Article: 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," <i>Canadian Journal of History</i> 52, 1, 2017, pp. 80-110.</p> <p>If you choose to write your article analysis on this article, it must be emailed to me on Friday, 16 October.</p>

- Week Seven Film: *Hijacking Catastrophe: 9/11, Fear, and the Selling of American Empire*
- Article: John Hinde, "'Stout Ladies and Amazons': Women in the British Columbia Coal-Mining Community of Ladysmith, 1912-14," *BC Studies* 114, Summer 1997, pp. 33-57.
- If you choose to write your article analysis on this article, it must be emailed to me on Friday, 23 October.
- Week Eight ****Midterm Exam/Assignment****
- Completed midterm exam must be emailed to me on Friday, 30 October.
- Week Nine Lecture 7: History and Its Uses
- Article: Christopher Douglas Herbert, "Out on the Slopes: Activism, Identity, and Money in Whistler's Gay Ski Week, 1992-2012," *BC Studies* 181, Spring 2014, pp. 105-126.
- If you choose to write your article analysis on this article, it must be emailed to me on Friday, 06 November.
- Week Ten Lecture 8: Researching a History Essay
- Article: Daniel Heidt, "Howard Charles Green and the Japanese Canadians," *BC Studies* 164, Winter 2009/10, pp. 31-50.
- If you choose to write your article analysis on this article, it must be emailed to me on Friday, 13 November.
- Week Eleven Lecture 9: Writing a History Essay
- Article: Allan Downey and Susan Neylan, "Raven Plays Ball: Situating 'Indian Sports Days' within Indigenous and Colonial Spaces in Twentieth-Century Coastal British Columbia," *Canadian Journal of History* 50, 3, Winter 2015, pp. 442-468.
- If you choose to write your article analysis on this article, it must be emailed to me on Friday, 20 November.
- Week Twelve Lecture 10: Your History Essay – Putting It Together
- Article: 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.
- If you choose to write your article analysis on this article, it must be emailed to me on Friday, 27 November.
- Week Thirteen Film: *The Shock Doctrine*
- Article: Angus McLaren, "The Creation of a Haven for 'Human Thoroughbreds': The Sterilization of the Mentally Ill in British Columbia," *Canadian Historical Review* 67, 2, June 1986, pp. 127-150.
- If you choose to write your article analysis on this article, it must be emailed to me on Friday, 04 December.

Week Fourteen Lecture 11: Looking Forward and Looking Back

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

If you choose to write your article analysis on this article, it must be emailed to me on Friday, 11 December.

5. Basis of Student Assessment (Weighting)

Article Analyses X 3 (pre-midterm) – 10% each = 30%

Midterm Reflection (due by end of Week 8) – 20%

Article Analysis X 3 (post-midterm) – 10% each = 30%

Final Reflection (due in December final exam period, date TBA) – 20%

Assignment/Assessment Details

Article Analyses (6 X 10% each – so 60% of final grade)

Most weeks in the Hist 100 Fall Term you will be reading an article related to lecture material. In a non-Covid situation, you would be discussing these readings in weekly seminars and getting a seminar participation grade for your efforts. This Fall, however, you will be writing analyses of the articles and submitting them to me via e-mail.

The analyses are due on the Friday at the end of each week. If late, they will be penalized at a rate of 10% per day overdue. You will need to submit 3 analyses in the weeks before the midterm, and 3 analyses in the weeks after the midterm. So, to be clear:

Prior to the midterm, you will be reading seven articles (see lecture schedule). Out of those 7 options, you will write and submit analyses of three of them (you choose which three).

In the weeks after the midterm, you will be reading six articles (see lecture schedule). Out of these 6 options, you will write and submit analyses of three of them (you choose).

Each analysis should be between 400-500 words. A solid submission will assess the strengths and weaknesses of the article, identify its thesis and main arguments, address its sources, and comment on its relevance alongside other History 100 material.

I have provided you with an example of an article analysis (look under "Content" in the Hist 100 D2L site). Note that you will need to read the articles closely and provide sophisticated comments in your analyses. So avoid generalities like "In this article, the historian shows that Canadian women's lives in the 1930s were difficult." A much more nuanced description would be "The article demonstrates that factors such as class, race, and gender impacted the lives of Canadian women in the 1930s." See the difference?

If you find that you're struggling with the assigned articles and/or your written assessments, please contact me via phone or email and we can brainstorm together. History articles can be difficult for newcomers to the field, but with regular practice and tenacity, your History "muscles" will grow.

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?*

AN IMPORTANT NOTE ABOUT PLAGIARISM: This disclaimer applies to all written work that you will submit in History 100. 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 article analysis or reflection/exam. Similar penalties will be applied to any student who buys, borrows, or re-submits a previously-completed History assignment. The 'Net has also become a popular tool for dishonest students who want to cut corners on their work. 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 any of this. See the Camosun College 2019-2020 Calendar for full policies and penalties in regard to plagiarism, cheating, and other unacceptable student conduct.

LATE SUBMISSION EXPECTATIONS AND SUBMITTING YOUR ASSIGNMENTS: Assignment due dates are firm. Please note: computer problems will not be accepted as a valid reason for a late submission. Late submissions will be graded thoroughly, but due to time constraints, they may not have extensive instructor comments. No assignment will be accepted after Friday 11, December. Please do not hesitate to contact me if you're having any problems with the course material.

Midterm Reflection/Exam (20% of final grade)

This midterm reflection/exam will happen in Week Eight of the class (October 26-30). You will receive the exam via D2L on Monday, the 26th; you will submit your completed exam to me on Friday, the 30th.

Final Reflection/Exam (20% of final grade)

There will be a final reflection/assignment/exam after Week Fourteen of Hist 112. It will focus on material covered after the midterm. Similar to the midterm, you will receive the exam and then have a few days to prepare your response.

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

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

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>*

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.