

HIST 110

# Fall 2025A History of the Western World 1 Section 001

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## Class Schedule

Course	Meet Days	Meet Time	Location	Instructor(s)
<b>HIST 110 001</b> [LEC]	Monday, Wednesday - <b>Mon, Wed</b> Sep 3 - Dec 2	02:30PM - 03:50PM	CGR 1111	Christina Moss <a href="mailto:c2moss@uwaterloo.ca">c2moss@uwaterloo.ca</a>

schedule data automatically refreshed daily

## Instructional Team

Instructor: Dr. Christina Moss ([c2moss@uwaterloo.ca](mailto:c2moss@uwaterloo.ca))

Office Hours: MW, 1:00-2:15, CGUC 2125 (Jane Kuepfer's Office)

Students may contact the instructor anytime by email or attend the instructor's office hours. If the regular office hours are not suitable, they may also arrange an alternate meeting time via email. Whenever possible, the instructor will make an effort to respond within 1 business day. For any time-sensitive requests, students should contact the instructor as soon as possible.

## **Course Description**

Calendar Description for HIST 110

This course will survey the emergence and development of the Western world, from prehistory to 1715. Complementing the chronological and narrative overview of Western culture and civilization will be thematic surveys of developments in the arts and humanities, science, and socio-political structures.

[View requirements for HIST 110](#)

In this course, we will examine the history of Western Europe and its interactions with surrounding cultures from the beginnings of Greek civilization to the Reformation(s) and the beginnings of European colonialism in the Americas. Students will learn by attending weekly lectures and participating in group discussions and may choose to supplement by completing optional assigned readings. Progress will be assessed through discussion participation, in-class pop quizzes, a primary source analysis paper and follow-up one-on-one discussion with the instructor, and two in-class tests.

The class will meet twice a week for 80 minutes, and class periods will consist of 2/3 lecture components and 1/3 discussion/primary source analysis component. The discussion component will involve both small group discussion and a large group discussion in which each group shares its findings and opinions with the class.

## **Learning Outcomes**

**By the end of this course students should be able to...**

- A. deepen their understanding of key themes in western European history
- understand how western European history unfolded from Ancient Greece to the sixteenth and seventeenth centuries.
  - understand the chronology and geography of major European and world events that

impacted the history of western Europe.

- understand the development of important institutions (political, social, religious, etc.) and ideas in western European history.
- consider the evolution of western Europe's relationship to the wider world.

B. build their skills as writers and as historical researchers

- take effective notes during lectures.
- understand how historical knowledge is produced and disseminated
- read primary and secondary historical sources critically.
- produce clear, effective, and well researched written communication.
- cite all sources using the Chicago Manual of Style format.

## Tentative Class Plan

Week/ Dates	Topic(s)	Optional Readings (Available via Course Reserves)
Week 1  3 September	Course Introduction Syllabus Review Introduction to In-Library and Online Historical Resources	None
Week 2  8 September  10 September	Ancient Greece  Alexander the Great and Hellenism	Wiesner-Hanks, Crowston, Perry, and McKay, <i>A History of Western Society</i> , Chapters 3-4.
Week 3  15 September  17 September	The Roman Republic  The Roman Empire	Backman, <i>Cultures of the West: A History</i> , Chapter 6
Week 4	Christianity Spreads  Fall of Rome and Rise of Barbarian Kingdoms	Spielvogel, <i>Western Civilization: A History</i> , Chapter 7

22 September		
24 September		
Week 5  29 September  1 October	Byzantium  Islam	Kishlansky, Geary, and O'Brien, <i>Civilization in the West</i> , Chapter 7
Week 6  6 October  8 October	The Carolingian Renaissance  Test Review	Levack, Veldman, and Muir, <i>The West: Encounters and Transformations</i> , Chapter 9, pp. 222-234
Week 7  13 October  15 October	NO CLASS  Fall Break	None
Week 8  20 October  22 October	In-Class Test 1 (20 October)  The Crusades	Levack, Veldman, and Muir, <i>The West: Encounters and Transformations</i> , Chapter 9, pp. 234-251

<p>Week 9</p> <p>27 October</p> <p>29 October</p>	<p>Writing an Effective History Essay</p> <p>Medieval Peasant Life and Feudalism</p>	<p>Bennett and Hollister, <i>Medieval Europe: A Short History</i>, Chapter 7</p>
<p>Week 10</p> <p>3 November</p> <p>5 November</p>	<p>Late Medieval Intellectual and Religious Life</p> <p>The Italian Renaissance</p> <p>Primary Source Analysis Paper DUE (5 November)</p>	<p>Kagan. Ozment, Turner, and Frank, <i>The Western Heritage</i>, Chapter 8</p> <p>Grafton and Bell, <i>The West: A New History</i>, Chapter 10, pp. 325-344</p>
<p>Week 11</p> <p>10 November</p> <p>12 November</p>	<p>Encounters in Africa, Asia, and the Americas</p> <p>Attempts at Reform</p> <p>Reformation: Luther</p>	<p>Grafton and Bell, <i>The West: A New History</i>, Chapter 10, pp. 345-369</p> <p>Wiesner-Hanks, <i>Early Modern Europe, 1450-1789</i>, Chapter 5, pp. 162-172</p>
<p>Week 12</p> <p>17 November</p> <p>19 November</p>	<p>Reformation: Calvin, Zwingli, Anabaptists, and Catholics</p> <p>Witch Hunts and Persecution of Heretics</p>	<p>Wiesner-Hanks, <i>Early Modern Europe, 1450-1789</i>, Chapter 5, pp. 172-198</p> <p>Wiesner-Hanks, <i>Women and Gender in Early Modern Europe</i>, Chapter 7</p>
<p>Week 13</p>	<p>Wars of Religion</p> <p>Test Review</p>	<p>Cameron (ed.), <i>Early Modern Europe: An Oxford History</i>, Chapter 3</p>

24 November		
26 November		
Week 14  1 December	In-Class Test 2 (1 December)	None

## Required Materials & Technologies

*Note: Any prices provided in course outlines are best estimates based on recent online prices and do not include shipping or taxes. Prices may vary between retailers.*

This course has **no additional costs** for students.

## Technology

Name of Technology	Notes / Comments	Required	URL (student access)	Price (CAD)
LEARN		Required		0.00

## Assessments & Activities

Component / Activity	Date or Due Date	Location / Submission Method	Weight (%)
Pop Quizzes	To be determined	In Class	10%
Participation	Weekly	In Class	20%
Primary Source Analysis Paper	5 November	LEARN Dropbox	15%
One-on-One Discussion of Primary Source Analysis Paper	To be scheduled in November	Office Hours or by Appointment	5%

In-Class Test 1	20 October	In Class (unless by prior arrangement with AccessAbility)	25%
In-Class Test 2	1 December	In Class (unless by prior arrangement with AccessAbility)	25%

#### Pop Quizzes (10% of final grade)

Throughout the semester, six quizzes will be administered on randomly chosen dates. These quizzes will focus on students' ability to place the important locations and geographic formations discussed in the lectures on a map and on the contents of previous weeks' lectures. Students who miss a quiz because of tardiness or absence without a documented medical or compassionate reason will receive a zero on that quiz. At the end of term, each student's lowest quiz mark will be dropped and their quiz average calculated out of 10.

#### Participation (20% of final grade)

Students will spend 1/3 of each class discussing short primary source readings assigned by the instructor. They will first discuss these readings in small groups and then as a whole class. Notes from the group discussion will be handed in to the instructor. Participation marks will be calculated 60% on the basis of attendance and 40% on the frequency and quality of each individual and group's contributions. To account for minor illness and unexpected family emergencies, each student will be granted 4 free absences over the course of the term. Students who miss more than 4 classes for documented medical or compassionate reasons should contact the instructor as soon as possible to make alternate arrangements.

#### In-Class Tests (50% of final grade, 25% each)

Two in-class tests will be administered, one on Monday October 20th and one on Monday December 1st. The tests will be based on the lecture and will have both short answer and essay components. They will be preceded by in-class review sessions on Wednesday October 8th and Wednesday November 27th. Students who require accommodation during tests should make arrangements with the AccessAbility Office, located in 1132 Needles Hall, as soon as possible. A link to the AccessAbility Services Website will be posted on the class LEARN page.

### Primary Source Analysis (15% of final grade, due 5 November)

Historians use two kinds of sources: primary sources, which were written during the time period being studied, and secondary sources, written after the fact by researchers. For this assignment, students may choose a primary source relevant to a topic and time period of their choice, as long as it falls within the purview of the class. They may use sources republished in books or on websites, and they should secure instructor approval in person or by email for their primary source beforehand (recommended no later than 27 October). The analysis should be 3-4 double-spaced pages long, in 12 pt Times New Roman font. No bibliography is required, but whenever quoting from, paraphrasing, or otherwise using material from a source (primary or secondary) students should provide a footnote formatted according to Chicago Manual of Style guidelines (available on LEARN). The analysis should answer such questions as: Who wrote this source? Why? For what audience was the source intended? What biases may have affected the author's perspective? Why and how did this source survive? What can we learn about the author and the time period from this source? Students should use the primary source itself as well as the wealth of secondary sources available through the university library system to answer this question. Students will be assessed on the appropriateness of their primary source, the quality of their analysis, the paper organization and paragraph structure, and citation practices. Students should submit their essays to the Dropbox on LEARN. The instructor reserves the right to use Turnitin software during grading.

### One-on-One Discussion of Primary Source Analysis Paper

Students should make arrangements during the month of November to discuss their paper one-on-one, either during office hours or at another time by appointment, for approximately 10 minutes. This discussion will cover both the contents of the paper itself and the student's research and writing process and is intended to assess the depth of the student's engagement with the research and writing process.

### Late / Missed Content

Each student may use up to 3 no questions asked free late days on written assignments. Students who require more time should contact the instructor **before the due date** to arrange an extension. Any work submitted late without a prearranged extension after the free days have been used will be subject to a 2% per day late deduction.

## Assignment Screening

Text matching software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course.

## Generative AI

This course includes the independent development and practice of specific skills, such as **historical research and writing**. Therefore, the use of Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, **is not permitted** in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of Policy 71 (plagiarism or unauthorized aids or assistance). Work produced with the assistance of AI tools does not represent the author's original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show your work. To demonstrate your learning, you should keep your rough notes, including sources, research notes, brainstorming, drafting notes and prompts. You may be asked to submit these notes along with earlier drafts of your work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with your instructor or TA to provide explanations to support the submitted material as being your original work. If you cannot sufficiently support your work, academic misconduct allegations may be brought to the Associate Dean.

In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear. More information is available from the Copyright Advisory Committee.

Students are encouraged to reach out to campus supports if they need help with their coursework including:

Student Success Office for help with skills like notetaking and time management

Writing and Communication Centre for assignments with writing or presentations

AccessAbility Services for documented accommodations

Library for research-based assignments

## **Administrative Policy**

Accommodating religious and spiritual observances

### ***[Applies only to students taking undergraduate courses]***

The University of Waterloo has a duty to accommodate religious, spiritual, and other creed-based beliefs and practices under the Ontario Human Rights Commission (2015) *Policy on preventing discrimination based on creed*. Students may seek accommodations for missed course components on religious, spiritual, or other creed grounds. In such cases the students should please consult the instructor within two weeks of the announcement of the due date for which the accommodation is being sought. Students also may request accommodations for temporary absences from classes or other course-related activities to engage in prayer or other daily spiritual practices. Instructors are expected to make reasonable arrangements to respectfully accommodate such requests. The University of Waterloo has a number of multi-faith spaces that students can use for faith-based practices.

Declaring absences

### ***[Applies only to students taking undergraduate courses]***

Please see the Academic Regulations section of the Undergraduate Calendar for more details. Regardless of the process used to declare an absence, it is the student's responsibility to contact their instructor so that the instructor can determine how to accommodate the missed work.

## **Absences due to religious, creed, and spiritual observances**

Beginning Fall 2024, students can submit a Religious Observance Self-Declaration Form in Quest. This form allows the student to register dates of potential conflicts with coursework. Students are expected to record their absence within two weeks of announcement of the due date or scheduled examination date for which academic

accommodation is being sought. Submission through Quest will notify your instructors of your absence.

### **Absences due to verified illness**

For absences due to illness that are not pandemic-related, students need to obtain a Verification of Illness or Extenuating Circumstances Process. Submission through the Absence Verification System, once registered, will notify your instructors of your absence. Students should not submit their VIF or any other medical documentation to your instructors, teaching assistants, or other course personnel. To request and arrange accommodations, it is the student's responsibility to contact the instructor within 48 hours of the date of any missed course component, or as soon as the student is able to given their health condition.

### **Absences due to extenuating circumstances (e.g., bereavement)**

For absences due to extenuating circumstances (e.g., bereavement, serious family illness), students submit a request for absence due to extenuating circumstances to the Absence Verification System for processing. Students use the form to submit supporting documentation, which will be considered in a comparable manner to a VIF. Official documentation is necessary before any action can be taken. Examples are plane/train/bus tickets, court documents, police reports, death certificates/obituaries/letters from funeral directors. To request and arrange accommodations, it is the student's responsibility to contact the instructor within 48 hours of the date of any missed course component, or as soon as the student is able to given their circumstances.

### **Self-declared short-term absences for any reason**

Students can self-declare one short-term absence per term on Quest for any reason. A short-term absence covers two calendar days, and no documentation is required. The student has only one self-declared short-term absence per term and this absence can only be used during the formal lecture period. Self-declared absences cannot be applied to Laboratory (LAB), Clinic (CLN), or Studio (STU) course components. Submitting the self-declaration through Quest will notify your instructors of your absence. It is the student's responsibility to contact their instructors within the first 24 hours after submitting their self-declaration to discuss accommodations for missed course components.

## Recording lecture

Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, Twitter, etc., is strictly prohibited.

## University Policy

**Mental Health:** At the University of Waterloo, we are dedicated to supporting your mental and emotional well-being. Our Counselling Services offer confidential support, including individual counselling, workshops, and crisis intervention. If you're struggling, please reach out for help at 519-888-4096 or visit [their website](#) for more information.

**Academic integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the [Office of Academic Integrity](#) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the [Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

**Appeals:** A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if

there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals.

**Note for students with disabilities and disabling conditions:** The University of Waterloo recognizes its obligations under the Ontario Human Rights Code to accommodate students with known or suspected disabilities and disabling conditions (e.g. medical conditions, injuries, impacts of trauma such as from violence or discrimination) to the point of undue hardship. To support this obligation, AccessAbility Services (AAS) collaborates with all academic departments and schools to facilitate academic accommodations for students with disabilities and disabling conditions without compromising the academic integrity of the curriculum. If you believe you may require academic accommodations (e.g., testing accommodations, classroom accommodations), register with AAS as early in the term as possible by completing the online application. Students already registered with AAS must activate their accommodations for each of their courses at the beginning of each term using AAS' online system. If you require assistance, contact AAS by phone (519-888-4567 ext. 35082), email ([access@uwaterloo.ca](mailto:access@uwaterloo.ca)) or in-person (Needles Hall North, 1st Floor, Room 1401).

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.