

Conrad Grebel University College University of Waterloo

HIST 110 – History of the Western World I

Fall 2021

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Instructor: Dr. David Y. Neufeld

Email: david.neufeld@uwaterloo.ca

Office Hours: 1:00-2:20 p.m., Tuesdays and Thursdays and by appointment

* I will use my Zoom room for office hours (<https://uwaterloo.zoom.us/j/942521420>) and Calendly to schedule student appointments. See the course homepage on LEARN for links.

Course Description:

The West as an idea stands at the center of the fiercest debates in our public life. At stake in disputes about the nature of the West and its history are answers to basic questions about our common life: Who are we? Where have we come from? Who is included in or excluded from our story? How should we shape our shared objectives?

The course approaches these questions historically, teaching methods of historical thinking and writing through the study of the events that make up the history of the West before 1700. Together, we will approach the West as a concept worthy of investigation in its own right—not a fact, but a historical narrative that has gained credence because it achieves specific purposes. While tracing the emergence and development of political, social, and cultural traditions associated with the West, we will pay close attention to how these traditions have been shaped, deeply and continuously, by cross-cultural encounters around the world. We will also examine how understandings of what the West is have shifted over time, and explore the role they play in public life today.

While introducing you to important contexts, events, and people in the history of the West, this course invites you to engage in the techniques of historical research and interpretation yourselves. As historians in training, you will learn how to better discern the significance of primary sources, evaluate the arguments of other scholars, and present original conclusions about the past. History requires you to think critically, use information effectively, understand and value difference, and communicate well-informed arguments. This course will help you develop skills that you will continue to use in the future.

This course also takes place during its own moment in history, marked by disruptions brought on by COVID-19. I have made every effort to organize and deliver the course with these realities in mind. While this course is fully asynchronous, I am confident we will have an excellent and rigorous learning experience with plenty of opportunities for collective interaction. I realize these conditions require patience and flexibility. I hope we can offer these to one another. If, at any point during the semester, you are unable to meet requirements laid out in this course outline, we can communicate about alternatives.

Course Goals and Learning Outcomes:

Upon completion of this course, students should be able to:

- A. Identify significant events, contexts, and people in the history of the western world.
- B. Assess the impact of contexts, values, interests, and needs on primary sources.
- C. Critique historical arguments through the evaluation of evidence.
- D. Analyze how and why narratives about the past gain credence.
- E. Formulate arguments about change over time and present them persuasively in written and visual form.

Required Text:

- Brian Levack, Edward Muir, and Meredith Veldman, *The West: Encounters and Transformations*, fifth edition (abbreviated in course schedule as TWE&T)
 - The fifth edition of this textbook is available in digital edition on Pearson's Revel platform. You may purchase a code from the UW bookstore. You can redeem the code and gain access to textbook [here](#). After acquiring a digital version of the textbook, Pearson will sell you a physical copy for a reduced price if you want it. Alternatively, you may purchase an earlier physical edition of this textbook (not older than the third edition). I have posted the fifth edition's table of contents on LEARN so that you are certain to read the correct sections.
- All other course readings will be posted under the "Content" tab on the course LEARN site.

Course Requirements and Assessment:

I will supplement this brief overview with more detailed assignment instructions on LEARN.

Assessment	Date of Evaluation	Weighting
Class Participation/Historical Practice Assignments/Quizzes	See schedule below	25%
Source Annotations	See schedule below	10%
Evaluating Public History Essay	Oct. 7, 2021	15%
Historical Object Research Project	Nov. 9, 2021	25%
Timeline JS Assignment	Dec. 13, 2021	25%

Total		100%

Class Participation/Historical Practice Assignments/Quizzes:

I expect you to demonstrate active engagement with the course material in the following ways:

1. Completion of course lectures and readings, evaluated through LEARN's viewing record.
2. Completion of a series of short skill-building historical practice assignments on LEARN.
3. Five short quizzes on course content, assessed through LEARN at various points throughout the semester.

Source Annotations:

History is not what happened, but rather a set of acts of interpretation in the present to find meaning in the past. This process of historical interpretation is collective. In place of discussion boards, peer interaction in this course will take the form of annotation of primary and secondary sources in small groups. During the

semester, you and your peers will jointly annotate two primary and two secondary sources assigned in the syllabus using source analysis tools I will provide you and the online platform Perusall.

Evaluating Public History (500 words):

Scholars are often accused of failing to engage non-academic audiences with their work. In fact, there have never been as many excellent historical resources and interpretations freely and readily available to an interested public. In this assignment, you will evaluate an example of this type of work, before making an attempt of your own (see description of the final project below). You will be asked to write a concise written reflection on the effectiveness of one of the following works that present an element of the history of the West: a post on a personal blog; podcast; online exhibition; or article from a digital magazine. Links to these resources, and specific questions that will guide your reflections, are available on the course LEARN site.

Historical Object Research Project (750 words):

In Zora Neale Hurston's words, "Research is formalized curiosity; it is poking and prying with a purpose." In the discipline of history, scholars produce knowledge about the past through examination of primary source evidence and engagement with the findings of other scholars (usually in the form of scholarly articles and books). In this assignment, you will pursue your own historical research by selecting and investigating a historical object produced in a time and place that falls within the scope of our course. In a brief essay, you will (1) describe the object, (2) contextualize the object, and (3) demonstrate the object's significance to the themes of this course. In your text, you will need to cite three secondary sources that have shaped your response to these three tasks. An assignment website, created by Jane Forgay from the University of Waterloo library, provides a wide variety of resource to support you in the identification of both an object and related secondary sources, and the mechanics of writing and citing.

Final: Timeline JS Assignment

You will select a course topic (theme, phenomenon, event, or figure) and create a visual representation of 6-8 related historical developments using the open source digital tool Timeline JS. In addition, you will submit a two-page essay in which you explain the significance of the events you have selected and explore the interpretive implications of your work. The purpose of this summative exercise is to encourage you to demonstrate understanding of the five Cs of historical thinking (change over time, context, causality, contingency, complexity) in relation to the historical phenomenon you have selected. You may choose to incorporate the work you have completed for your historical object research project into this assignment.

Course Outline:

The course outline follows a suggested schedule, roughly mirroring the pace of an in-person class. Given the class's asynchronous format, however, you are welcome to work ahead.

* You will annotate sources marked with an asterisk.

I. The Western World: The Problem of Origins

Suggested Schedule	Topic	Readings/Assignments Due
Sept. 9	"The West": A Developing Concept	Course syllabus
Sept. 14	Western Origins: "Civilizations"	TWE&T: chapter 1
Sept. 16	The Bronze Age: International Systems	TWE&T: ch. 2

II. Antiquity

Suggested Schedule	Topic	Readings/Assignments Due
Sept. 21	Why Start with Greece?	TWE&T: ch. 3

Suggested Schedule	Topic	Readings/Assignments Due
Sept. 23	The Roman Republic	TWE&T: ch. 5
Sept. 28	The Roman Empire	TWE&T: ch. 6
Sept. 30	In Focus: Destruction of Monuments in the Ancient World	Exhibition: <i>Striking Power: Iconoclasm in Ancient Egypt</i> Rachel Kousser, "A Sacred Landscape: The Creation, Maintenance, and Destruction of Religious Monuments in Roman Germany"*
Oct. 5	Cross-Cultural Encounter: Hellenism	TWE&T: ch. 4.1-4.3
Oct. 7	Skill-Building: Historical Object Research Exercise	DUE: Evaluating Public History
Oct. 19	Cross-Cultural Encounter: European Borderlands and Ethnogenesis	TWE&T: ch. 7.4

III. The Middle Ages

Suggested Schedule	Topic	Readings/Assignments Due
Oct. 21	What are the Middle Ages?	
Oct. 26	Christian and Islamic Expansion	TWE&T: chs. 7.2-7.3; 8
Oct. 28	The Changing Medieval Landscape	TWE&T: ch. 10.1
Nov. 2	Cross-Cultural Encounter: The Crusades	TWE&T: ch. 9.4 Primary Sources: Urban II's speech at the Council of Clermont, 1095, in six versions*
Nov. 4	Cross-Cultural Encounter: The (Twelfth-Century) Renaissance	TWE&T: ch. 10.3 Primary Source: Adelard of Bath, <i>Preface to his Very Difficult Natural Questions</i>
Nov. 9	Cross-Cultural Encounter: The Silk Road and the Black Death	TWE&T: ch. 11.1-11.2 DUE: Historical Object Research Project

IV. The Early Modern World

Suggested Schedule	Topic	Readings/Assignments Due
Nov. 11	Early Modern Breaks and Continuities	TWE&T: ch. 13
Nov. 16	Global Encounters I: Colonialism in Africa	Primary Sources: selections from Worger, Clark, and Alpers, <i>Africa and the West: A Documentary History</i> *
Nov. 18	Global Encounters II: Colonialism in Asia	Primary Sources: excerpts from Vasco da Gama, <i>A Journal of the First Voyage</i> ; Ulrike Strasser, "Mapping the unseen: a Bohemian Jesuit meets the Palaos Islanders, 1697"

Suggested Schedule	Topic	Readings/Assignments Due
Nov. 23	Global Encounters III: Colonialism in the Americas (South)	Primary Sources: selections from Stuart B. Schwartz, <i>Victors and Vanquished</i>
Nov. 25	Global Encounters IV: Colonialism in the Americas (North)	Primary Sources: selections from Louise A. Breen (ed.), <i>Converging Worlds: Communities and Cultures in Colonial America: A Sourcebook</i>
Nov. 30	European Religious Reformations	TWE&T: ch. 14
Dec. 2	State Building and Discipline	TWE&T: chs. 15; 16.1
Dec. 7	Cross-Cultural Encounter: The Dutch Republic	Wim Klooster, "Communities of Port Jews and Their Contacts in the Dutch Atlantic World"*
Dec. 13		DUE: Final Timeline JS Assignment

Course Policies

Style and Submission Guidelines and Policy on Late Work

All written assignments should be double-spaced and use 12-point font and one-inch margins. When direct citations to sources are necessary, please use footnotes in accordance with The Chicago Manual of Style, 16th edition. Consult the Chicago Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html. Further information and links to sample citations are available here: https://lib.uwaterloo.ca/web/online-reference-shelf?toc_id=14.

Proper spelling and grammar and the clarity of your writing—in short, evidence of careful editing and proofreading—influence the reader's ability to understand your ideas, and may impact your grade.

All individual writing assignments must be uploaded as Microsoft Word documents to appropriate submission folders under the "Assignments" tab on the course LEARN page by 11:59 p.m. on the due date. Please save your assignment submission receipts (that arrive via email) until the assignment has been returned to you. This will help us clear up any confusion about whether an assignment is submitted on time or not. If you do not receive a receipt, this means that your assignment was likely not accepted by LEARN. You will need to resubmit it.

Submission deadlines are firm, but I will make accommodations in the case of necessity at my discretion. If you anticipate difficulties in submitting your work by a deadline, please be in touch with me as soon as you can. I will not accept late submissions of your final project unless there is a documented emergency.

University policy regarding grades and grading systems is available [here](#).

Information on Plagiarism Detection

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 the alternate assignment

Attendance Policy

This course is asynchronous, allowing you to work through the weekly reading and assignment schedule as works best for you. I will evaluate attendance—the completion of course lectures and readings—through LEARN’s viewing record, which forms part of your class participation grade.

Academic Integrity

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

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check [Guidelines for the Assessment of Penalties](#).

Grievance

A student who believes that a decision affecting some aspect of his/her 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.

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 he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health support if they are needed.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services

- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-4300 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online on the Faculty of Arts [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information