

Conrad Grebel University College University of Waterloo

HIST 111 – History of the Western World II

Winter 2022

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.

Class Time: 1:00-2:20 p.m., Tuesday and Thursday

Location: Conrad Grebel University College, Room 1111

* Until we are able to meet again in person, I will hold optional, ~30-minute synchronous class meetings every Thursday at 1:00 p.m. on Zoom (see below for more details). Apart from required textbooks, all course materials will be available on LEARN.

Instructor: Dr. David Y. Neufeld

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Office Location: CGUC 2125

Office Phone: 519-885-0220 x24201

Office Hours: 2:30-4:00 p.m., Tuesdays and Thursday and by appointment

* Until in-person appointments are again possible, you can arrange virtual meetings with me on Zoom. See the course homepage on LEARN for details.

Course Description:

The West as an idea stands at the center of many of the fiercest debates in our public life. At stake in these discussions 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 do we include in or exclude from our stories? What role does history play in shaping our shared objectives?

This course surveys the events and ideas that together make up the history of the West from 1600-present. In tracing the emergence and development of political, social, and cultural institutions, practices, and ideas associated with the West during the past centuries, we will pay particular attention to the ways in which the history of the West has become world history. We will also examine how understandings of the West have shifted over time, and the role they play in public life today. We will approach the West as a concept worthy of examination and critique.

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 related skills that you will continue to use in the future.

Course Format:

This course takes place during its own moment in history, marked by disruptions brought on by COVID-19. While I look forward to returning to the classroom with you all soon, I've made an effort to reorganize and deliver the course with our current (and hopefully temporary!) need to be apart in mind. Until we return to in-person instruction, I will deliver lectures asynchronously, in the form of videos posted on LEARN, that you can work through as you are able in accordance with the schedule laid out below. Additionally, I will host a 30-minute, synchronous meeting every Thursday at 1:00 p.m. The principal purpose of this **optional** space will be to supplement your comprehension of primary source readings (and, thereby, to improve the quality of your source analysis portfolios). You may also use this time to ask questions about other course content. In this way, 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 a variety of forms.

Required Texts:

Course textbooks are available through the W Store (see LEARN for more details).

- James Carter and Richard Warren, eds., *Sources for Forging the Modern World*, second edition (New York and Oxford: Oxford University Press, 2019).
- Olaudah Equiano, *The Interesting Narrative*, edited by Brycchan Carey (Oxford: Oxford University Press, 2018).
- All other course readings will be posted under the "Content" tab on LEARN.

Course Requirements and Assessment:

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

Assessment	Date of Submission	Weighting
Class Participation/Historical Practice		15%
Assignments/Quizzes (3)	Feb. 4, Mar. 4, Apr. 1	
Source Analysis Portfolio (Padlet)	N/A	25%
<i>Interesting Narrative</i> Analysis	11:59 p.m., Feb. 11	15%
Historical Film Review	11:59 p.m., Mar. 20	15%
Final Essay/Unessay	11:59 p.m., Apr. 11	30%

Total		100%

Class Participation/Content Quizzes/Historical Practice Assignments:

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

1. When possible, in-person participation (attendance, attentiveness, and thoughtful engagement with peers and instructor in discussion). Until then, completion of course video lectures and readings, evaluated through LEARN's viewing record.
2. Completion of short skill-building historical practice assignments in class and on LEARN.
3. Three short answer quizzes (50 min.) on course content, assessed through LEARN.

Source Analysis Portfolio

History is not what happened, but rather acts of interpretation in the present to find meaning in this past. Good historical interpretation is a set of skills that you refine through practice; it's a process that works best in a collective. In place of discussion boards, you and a group of your peers will jointly write brief analyses of each primary and secondary source we read throughout the semester (Equiano's *Interesting Narrative* excepted). This is not a formal writing assignment. Think of it instead as a way of condensing, organizing, and revising point-form notes. To assist you, I'll provide source analysis tools and a template to guide this practice. Although you'll be evaluated individually, I'm looking for evidence of collaboration: evenly distributed workload, but also interaction through suggestions, revisions, and questioning. To facilitate this process, we'll be using the online platform Padlet, which I will introduce in greater detail in class.

Primary Source Analysis (750 words):

You will write a 750-word analysis of Olaudah Equiano's *The Interesting Narrative*, an autobiography of a man who survived many of the realities of the Atlantic trade in enslaved Africans. In your essay, you will (1) briefly describe the content of the primary source, (2) contextualize the source using the book's editorial apparatus, course lectures and/or readings, and (3) demonstrate the source's significance to course themes. The bulk of your piece should focus on this last task.

Historical Film Review (750 words):

Our historical conceptions are shaped by visual representations of the period we study. This is particularly true of our understandings of warfare in the twentieth century. In order to assess these portrayals, you will write a 750-word review of either Peter Jackson's *They Shall Not Grow Old* (2018) or Gillo Pontecorvo's *Battle of Algiers* (1966). You may decide how you choose to structure your response, but limit plot summary and privilege critical analysis. You may decide to address some of the following questions:

- How does the filmmaker portray the subject of their film?
- Does the filmmaker seem concerned with historical "accuracy"? Why or why not?
- How does this film contribute to or detract from our understanding of its subject?
- Who is the audience for this film?
- What special constraints is the filmmaker working under?
- What kind of history does this film constitute?

To assist you in your critical assessment of the film, you will make reference to one scholarly work that addresses issues of method and/or theory associated with the representation of history in film.

Final Essay/Unessay:

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). This final assignment allows you to put the historical practices you have developed over the course of the semester to work in a piece of original historical interpretation. This project requires you to analyze at least **five** primary sources from class to support an argument about the history of the West. You must also use at least one secondary source from outside of class readings and compare your findings to those of the author. You may present your findings in the form of a 5-7 page essay *or* as an unessay, a free format that allows you to make a historical argument outside the creative bounds of a traditional essay. You select the topic, choose a mode of presentation, and submit your work for feedback and evaluation. My hope is that this flexibility will allow you to play to your strengths and, thereby, to model the variety through which historical knowledge can be communicated. Unessay ideas require my approval.

Course Outline:

I: Forging the Modern (Western) World

Schedule	Topic	Readings
Jan. 6	Course Introduction: Problems and Approaches	

II: A New Global Interface

Schedule	Topic	Readings
Jan. 11	Global Encounters and Conquests	Carter and Warren, 2.1-2.5
Jan. 13	Religious Reform and Mission	Equiano, 17-57
Jan. 18	Production and Consumption in the First Global Economy	Carter and Warren, 4.1-4.6

III: Imperial Expansion and the Trans-Atlantic Trade in Enslaved Africans

Schedule	Topic	Readings
Jan. 20	Absolutism and Its Critics	Carter and Warren, 5.1, 5.2, 5.7 Equiano, 58-104
Jan. 25	Competition and Conflict among Seaborne Empires	Equiano, 109-146
Jan. 27	Slavery in the Atlantic World I	Selection from Jennifer L. Morgan, <i>Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic</i>
Feb. 1	Slavery in the Atlantic World II	Equiano, 147-194

IV: Revolutions

Schedule	Topic	Readings
Feb. 3	Revolutionary Ideas and Contexts	Carter and Warren, 6.1-6.6
Feb. 8	The Haitian Revolution	Selection from Ada Ferrer, <i>Freedom's Mirror: Cuba and Haiti in the Age of Revolution</i>

Schedule	Topic	Readings
Feb. 10	Industrialization and Empire	Carter and Warren, 7.2-7.3, 7.5, 7.7
Feb. 15	Industrialization and Gender	Carter and Warren, 9.3, 10.5, 11.4 <i>Women Working: 1800-1930</i> , photography archive, Harvard Digital Collections

V: Nation and Citizen in the Western World

Schedule	Topic	Readings
Feb. 17	1848 and Its Consequences	Carter and Warren, 8.3-8.5
Mar. 1	Marx and International Labour	Carter and Warren, 7.1, 8.1, 10.3
Mar. 3	Imperialism in the Global South	Carter and Warren, 8.6-8.7, 9.1-9.2, 9.4-9.6
Mar. 8	Projects of American Extermination	Carter and Warren, 9.7 Pekka Hämäläinen, “The Politics of Grass: European Expansion, Ecological Change, and Indigenous Power in the Southwest Borderlands”

VI: The Great War and History on Film

Schedule	Topic	Readings
Mar. 10	The Great War	Carter and Warren, 10.1
Mar. 15		Watch <i>They Shall Never Grow Old</i> or <i>The Battle of Algiers</i>

VII: Hot Wars, Cold Wars, and Mass Society

Schedule	Topic	Readings
Mar. 17	The Rise of Fascism	Carter and Warren, 10.2, 10.4-10.5, 10.7, 11.1
Mar. 22	World War II: Mass Killing and the Modern State	Carter and Warren, 11.6 <i>Works of Jewish Artists Before, During, and After the Holocaust</i> , online exhibition, Yad Vashem
Mar. 24	Global Cold War: Korea and Cuba	Carter and Warren, 10.6, 11.3, 11.7, 12.1-12.3
Mar. 29	Decolonization I: India	Carter and Warren, 12.6-12.7
Mar. 31	Decolonization II: African Independence Movements	Carter and Warren, 12.5 “Mau Mau,” <i>Radiolab</i> podcast

VIII: The End of History and Its Quick Return

Schedule	Topic	Readings
Apr. 5	Course Conclusion	Carter and Warren, 13.1-13.6

Course Policies

Style and Submission Guidelines and Policy on Late Work

All individual writing assignments should 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.

Submission deadlines are firm, but I will make accommodations as needed. If you anticipate difficulties in submitting your work by a deadline, please be in touch with me as soon as you can.

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, 17th edition. Consult the Chicago Style Citation Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html. Further information and links to sample citations are available here: https://lib.uwaterloo.ca/web/online-reference-shelf?toc_id=14.

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

Attendance is required at all in-person class meetings. If you need to miss a class, please inform me in advance via email. During periods of remote instruction, I will evaluate attendance—the completion of course lectures and readings—through LEARN’s viewing record. Attendance 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.

Note on Cross-Listed Courses

Please note that a cross-listed course will count in all respective averages no matter under which rubric it has been taken. For example, a HIST/RS cross-list will count in a History major average, even if the course was taken under the Religious Studies rubric.

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

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext. 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) 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.