University of Waterloo  
Department of History  
HIST 109  
TEN DAYS THAT SHOOK THE WORLD  
Winter 2020  
Mondays, 2:30-5:20, DWE 1501

Instructor and T.A. Information
Instructor: Prof. Julia Roberts  
Office: HH 115A  
Office Phone: 519-888-4567 x32380  
Office Hours: Monday, 12:30-2:30  
Email: robertsj@uwaterloo.ca

Office hours are your best bet for meaningful communication. Quick questions are okay on email and I try to respond within 24 hours.

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<thead>
<tr>
<th>T.A.</th>
<th>Jesse Abbott</th>
<th>Michelle Serrano-Sandoval</th>
<th>Bradley McNeil</th>
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<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:jesse.abbott@uwaterloo.ca">jesse.abbott@uwaterloo.ca</a></td>
<td><a href="mailto:m3serranosandoval@uwaterloo.ca">m3serranosandoval@uwaterloo.ca</a></td>
<td><a href="mailto:bamcneil@uwaterloo.ca">bamcneil@uwaterloo.ca</a></td>
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Territorial Acknowledgement

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.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).

Course Description and Learning Outcomes
This course introduces the academic skills to:

1. identify and describe ten major events in world history (skills include remembering, and summarizing previously used information and describing the content of an event and its impact).
2. Distinguish among different periods of history and explain historical chronology (skills include understanding change over time, locating events in the context of their time, describing differences in historical periods).
3. give examples of how different historians “do” history (skills include identifying, describing
and understanding a variety of methods historians use to study the past).
4. interpret primary sources and secondary sources (skills include distinguishing between primary and secondary sources, describing their content, understanding what they are saying, evaluating their significance, and understanding their limits).

Learning Outcomes
As these skills develop students will realize learning outcomes at the introductory level:
They will establish a breadth of chronological and historical knowledge and be able to apply it; they will display a knowledge of methodologies; they will develop an understanding of the limits of knowledge. Students will reinforce their communication skills, especially in writing, but also orally and experientially through weekly group discussion. Students will develop a fuller understanding of the intellectual, social, physical, mental, cultural, and political diversity of the world.

Readings
All weekly readings are available on LEARN.

You also read a novel in this course – a work of fiction – for the Source Assignment described below. You are free to choose any novel you like as long as it’s on a topic the course covers this year. It’s best to get it approved by the instructor to make sure it’s a workable choice. A good place to look for your novel is online at Goodreads which is searchable by topic.

Course Requirements and Assessment

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<th>Requirement</th>
<th>Weighting</th>
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<tr>
<td>Reading Responses</td>
<td>Weekly x 10, but with the choice to opt out of two, with no penalty.</td>
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<tr>
<td>Source Assignment</td>
<td>Due March 30th</td>
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<tr>
<td>Participation in Groups</td>
<td>Weekly</td>
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Total 100%
Students must fulfill all the course requirements with a passing grade in order to receive credit for HIST 109. This includes reading responses, the source assignment, and participation in group work.

Reading Responses (55%)

Students will write a weekly reading response about the lectures and their accompanying readings (the primary sources) and/or other learning materials (material artefacts, images, films). The Reading Responses are due by the next class (by 2:30 pm the week following the lecture) in the LEARN dropbox. Each is marked out of 10 points. Together they comprise 55% of the course grade, with the lowest two marks being dropped to calculate the average.

If you choose, then, you have the option of skipping any two Reading Responses with no penalty.

The Reading Response should be no longer than two double spaced pages – and no shorter than one.

To organize your Reading Response:
One organizational approach to the Reading Responses that may work well for you is:

1. Summarize the lecture in a paragraph. Summarize the reading/other learning materials in a paragraph. (2.5 points)

2. In each paragraph provide examples to support (“prove”) the summarizing statements. (2.5 points)

3. In 2-3 more paragraphs, reflect upon how the lecture and readings/other learning materials shaped your own knowledge of world history and/or the concept of historical change. You may wish to consider what you found most surprising, or contentious, or shocking. You may wish to think about how the reading complicates or complements the lecture. You may wish to discuss a particular Professor’s method or point of view. (2.5 points).

4. Finally, 2.5 points are available for Writing technique: To earn these each Reading Response must contain a THESIS STATEMENT, and demonstrate attention to the style, sentence structure, citations, spelling, grammar, etc. skills. Also, though, you are free to write differently, perhaps more creatively if you wish, but it’s important to cover the basics defined in the rubric. Some of the best reading responses in this
class have been by students who chose an alternate form; some have followed the suggested format above.

There is no need for a cover page or a bibliography.

We will talk about the reading responses fully and carefully in class. Have a look too at the rubric on LEARN as a reminder to help structure your responses.

Source Assignment (25%)

Toward the end of the term you’ll choose and read an historical novel based on one of the course topics – likely the one that engages you the most. See above for a link to Goodreads if you are looking for a novel. Do get approval for your novel.

This assignment is to write a paper that weighs the relative merits of three different kinds of historical sources, and come to a decision about which is or are the most beneficial for students of history to use to understand the past and its relation to us now.

As you will know soon, the lectures by the professors who teach in this course are secondary sources. Many of the readings and other materials we study are primary sources. The historical novel is, by definition, a work of fiction.

In the source assignment answer this: What are the strengths and weaknesses for students of history of secondary sources, primary sources, and fictional sources? Which is or are the “best” sources to use to understand the past?

You may wish to consider if fiction is really a historical source at all. You may wish to consider how each type of source can, in its different way, help us to understand the past.

The Source Assignment will have a thesis statement and demonstrate the skill sets we’ve worked to develop in the weekly responses and feedback to them. In addition, the paper must provide good evidence (proof) in support of the thesis.

The source assignment supports, and provides an opportunity to assess, the development of your history skills and the outcomes of your learning in the course.

A rubric will be posted on LEARN. The paper is a maximum of 6 double spaced pages, 12 point font, normal margins.
It is due by midnight on the due date, in the dropbox.

Participation (20%): Each week the class will meet in tutorial-size groups, mostly but not exclusively, to analyze primary sources. You will gain far more knowledge and earn better grades by READING THE PRIMARY SOURCE PRIOR TO CLASS. Groups can also take the time in group to review the lecture in a peer-based setting, and/or ask questions. Participation will be graded. Students earn up to three participation points per class. Students automatically earn one point for attending the entire class, including the lecture. They may earn a second point for speaking up in the group, and, potentially, a third for making a comment that reveals genuine insight. Mere attendance would earn a C grade in participation.

Course Outline

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<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>January 6th</td>
<td>Introduction &amp; Orientation</td>
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<td>2</td>
<td>January 13th</td>
<td>23 March 1331: The Hundred Years War Prof. Jola Komornicka</td>
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<td>3</td>
<td>January 20th</td>
<td>12 October 1492: Christopher Columbus &amp; the Arawak Prof. Julia Roberts</td>
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<td>4</td>
<td>January 27th</td>
<td>14 July 1789: The French Revolution Prof. Lynne Taylor</td>
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<td>5</td>
<td>February 3rd</td>
<td>1 August 1834: Emancipation Day Prof. Christopher Taylor</td>
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<td>6</td>
<td>February 10th</td>
<td>10 May 1857: Indian Mutiny Prof. Doug Peers</td>
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<td>Reading Week</td>
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<td>7</td>
<td>February 24th</td>
<td>12 April 1861: The Birth of the Modern US at Fort Sumter Prof. Andrew Hunt</td>
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<td>8</td>
<td>March 2nd</td>
<td>1 October 1884: International Meridian Conference, A Global Moment Prof. Dan Gorman</td>
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<td>9</td>
<td>March 9th</td>
<td>29 October 1969: First Message Sent on the Internet Prof. Ian Milligan</td>
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Late Work
Due dates are to be taken seriously. In fairness to students submitting their assignments on time, late papers will be penalized from the second the dropbox closes at the rate of 3% (3 marks out of 100) per day, including weekends. If you have a good reason for handing in your assignment late and think you should escape the late penalty (i.e.: illness, family crisis) then attach a brief note of explanation and any documentation that seems important (i.e.: doctor’s certificate).

Information on Plagiarism Detection
We are not using software to detect plagiarism in this course. Because of the nature of the topics, many are google-a-ble. Each year some students succumb to the temptation to google, rather than come to lecture. Each year these students then find they have an appointment with the Associate Dean.

Electronic Device Policy
Please refrain from texting in class. Feel free to use a computer or tablet for note taking – please stay off the net in class unless asked to follow a link. I suggest the no text/web policy because you will do better in the class if you pay attention to lectures and discussions and workshops. Any student whose behaviour with electronic devices becomes an annoyance to the class or the instructors will be asked to turn it off or leave. If you really need to be on social media or something else all the time – please sit at the back so as not to distract the students behind you.

UW Policies and Resources to know:

Cross-listed course (requirement for all Arts 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 PHIL/PSCI cross-list will count in a Philosophy major average, even if the course was taken under the Political Science rubric.
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. Check the Office of Academic Integrity website for more information.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing an academic offence, 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 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.

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.

Where to find help:

Accommodation for Students with Disabilities  Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 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 AccessAbility Services at the beginning of each academic term. 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.

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 form 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 the **WatSafe app** to your phone to quickly access mental health support information

**Academic freedom at the University of Waterloo**

Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, 'academic freedom' refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.