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: 518-888-4567 x32380
Office Hours: TBD
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.

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 knowledge and be able to apply it; they will display a knowledge of methodologies and develop an understanding of the limits of knowledge. Students will reinforce their communications skills, especially in writing, but also orally through frequent small group and class discussion. Students will develop a fuller understanding of the intellectual, social, physical, mental, cultural, and political diversity of the world.

All readings are available on LEARN.

Course Requirements and Assessment
Course assignments are described here below. Assessment structure is subject to change before classes begin.

Reading Responses
Students will write a weekly reading response about the lectures and their accompanying readings (primary and/or secondary sources) 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:
Without trying to take away creative control of your writing process, I am suggesting an organizational approach to the Reading Responses. If you would prefer to take a different approach come and talk to me about it in office hours, or consult with your TA.

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 developed in the workshops.
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
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. Goodreads.com is a useful searchable source for novels. Come and get TA or Prof approval for this choice.

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 5-6 double spaced pages, 12 point font, normal margins.
It is due by midnight on the due date, in the dropbox.

Discussion Groups
Several times during the term, students will have the opportunity to meet in smaller groups to discuss short readings.
Course Outline

**Note: topics and speakers subject to change, as this year’s speakers are yet to be determined**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>1</td>
<td>January 7th</td>
<td>Introduction &amp; Orientation</td>
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<td>2</td>
<td>January 14th</td>
<td>23 March 1331: The Hundred Years War</td>
<td>Prof. Jola Komornicka</td>
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<td>3</td>
<td>January 21st</td>
<td>12 October 1492: Christopher Columbus</td>
<td>Prof. Julia Roberts</td>
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<td>4</td>
<td>January 28th</td>
<td>1 January 1581: The Great Witch Hunts Begin</td>
<td>Prof. Greta Kroeker</td>
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<td>5</td>
<td>February 4th</td>
<td>22 October 1454: Communication Revolution</td>
<td>Prof. Ian Milligan</td>
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<td>6</td>
<td>February 11th</td>
<td>14 July 1789: Revolution in France</td>
<td>Prof. Lynne Taylor</td>
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<td></td>
<td>Reading Week</td>
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<td>7</td>
<td>February 25th</td>
<td>1 August 1834: Emancipation Day</td>
<td>Prof. Christopher Taylor</td>
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<td>8</td>
<td>March 4th</td>
<td>10 May 1857: Indian Mutiny</td>
<td>Prof. Doug Peers</td>
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<td>9</td>
<td>March 11th</td>
<td>12-14 April 1861: The Birth of the Modern US at Fort Sumter</td>
<td>Prof. Andrew Hunt</td>
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<td>10</td>
<td>March 18th</td>
<td>1918: War Brings Pestilence</td>
<td>Prof. Heather MacDougall</td>
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<td>11</td>
<td>March 25th</td>
<td>13 September 2007: UN Declaration on the Rights of Indigenous Peoples</td>
<td>Prof. Susan Roy</td>
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<td>12</td>
<td>April 1st</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). Lateness will not be excused simply because you have other papers to write - everybody does.

Information on Plagiarism Detection
We are not using software to detect plagiarism in this course. We are using highly skilled TAs to detect plagiarism though!

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 looking up something germane to the lecture or discussion at hand. 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 to know:

Cross-listed course
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

**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 [UWaterloo 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.

Accommodation for Students with Disabilities

**Note for students with disabilities:** The AccessAbility Services office, located on the first floor of the Needles Hall extension (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**

- 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.

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.