

HURON UNIVERSITY COLLEGE
HIST 1808F 550: A Few Words That Changed the World

Meetings: Rm H112 – Monday 10:30-11:30
Rm H112 – Wednesday 9:30-11:30

Instructor: Conor Wilkinson

Office: Rm V209

Email: cwilki5@uwo.ca

Hours: M/W 12:30-1:30 or by appointment

Telephone: 519-438-7224 c/o ext. 277

Please note that my office is in a shared space (with other Huron instructors). There will likely be people coming and going during office hours. If you need to meet (more) privately, let me know. Email is the best way to reach me. I usually respond quickly. If you don't hear from me within 24 hours on weekdays, feel free to follow up.

Course Description: *A Few Words That Changed the World* uses short and influential historical documents to introduce students to the study of history. Designed for students intending to major in history, each week we will study a new primary document that had implications for the daily lives of millions of people around the world, both in the past and in the present.

Course Goal: Students will learn about significant moments of change over the past 500 years in global history while also acquiring the basic skills necessary for university study.

Objectives: By the end of this course, students will be able to do the following:

- Knowledgeably discuss key moments and influential texts in global history.
- Articulate how the course documents shape the world in which we live today.
- Understand how to read and apply primary historical evidence.
- Understand how to read and apply secondary historical literature.

Evaluation:

- Essays 30% (3 x 10%) due **Oct. 3, Oct. 26, and Dec. 5**
- Annotated bibliographies 30% (3 x 10%) due **Oct. 3, Oct. 26, and Dec. 5**
- Participation 20%
- Exam 20%

Assessment:

1. **Essays:** On the last day of each unit (see schedule below), you will submit a 500-word essay answering the following prompts:

Unit 1: Argue for or against the following proposition: Christianity was the most important factor in the early stages of European imperial expansion (1500-1650).

Unit 2: Which category of people was more directly responsible for the political changes brought about in the Revolutionary Era – those that governed empires, or those that were subjected to imperial governance?

Unit 3: What was the most globally significant ideology of the 19th century?

Essays should be organized around a clear thesis statement, drawing on the primary and secondary sources from the unit. Use footnotes when citing these materials. The content of

your paragraphs should follow logically from your topic sentences. Each sentence that follows the topic sentence should present evidence or analysis that helps the reader better understand the topic sentence.

2. **Annotated bibliographies:** On the last day of each unit (see schedule below), students will submit an annotated bibliography containing **2 peer-reviewed secondary sources (journal article or book chapter) for every 1 primary document** in the unit, thus:

Unit 1: You will have **6 secondary sources** for the unit's **3 primary sources**

Unit 2: You will have **8 secondary sources** for the unit's **4 primary sources**

Unit 3: You will have **8 secondary sources** for the unit's **4 primary sources**

Annotations explain your rationale for choosing a specific work. Each annotation will be evaluated based on (i) how accurately you describe the book or article you chose, and (ii) how clearly and convincingly you explain your choice to include it. As such, the book or article should be plainly relevant and you should indicate how it helps you to analyze the primary document in question. Annotations should be three to six sentences in length. *Annotations will only be graded if your bibliographic formatting is correct.*

Plagiarism: In this course, you will receive a zero for work that you have copied from another student or source; likewise, you will receive a zero if you submit work that you have submitted elsewhere. You can familiarize yourself with our rules about academic misconduct [here](#).

3. **Participation:** This course is based on collaborative learning. You are expected to attend classes sufficiently prepared to discuss the assigned primary and secondary sources. The class schedule (below) indicates what you need to have read critically before class.

The kinds of questions you should consider when reading primary sources include:

- Who produced the document, when, where, and why?
- What is the document about? What does it tell us about the society in which it was produced, and about the individuals who produced it or were impacted by it?
- Why is the document on the syllabus, i.e., how did it change the world?
- What does the document not tell us about? What other information should we acquire to contextualize the document?

Relatedly, the kinds of questions you should consider when reading secondary sources include:

- What historical argument(s) is the author making?
- What evidence does the author use to support the argument(s); how is the evidence used?
- How does the secondary source help us better understand the primary source?

The participation grade is split equally between in-class oral participation and online Hypothes.is annotations (a tool we will use to navigate our primary sources collaboratively).

4. **Exam:** The final exam will be essay-based. It will ask you to think comparatively about the units while also reflecting on how historians use primary and secondary sources. The date of the exam will be set by the registrar's office.

Texts: You do not have to buy a textbook for this course. For primary sources, we will be using a modified version of an OER reader created by Dr. Tom Peace in 2021. PDF or HTML versions of our secondary sources will be freely available online and posted to our course site.

CLASS SCHEDULE

- Primary source for class discussion
- Secondary source for class discussion
- Lecture for historical context
- Essay & annotated bibliography due

Unit 1: *Christianity & Maritime Empires* (ca. 1500-1650)

Mon. Sep. 12

Course Introduction and Welcome

Wed. Sep. 14

- Document: The Treaty of Tordesillas (1494)
- Lecture: 1. Thinking Like a Historian
2. Christianity, Maritime Empires, and a “New World”

Mon. Sep. 19

Discussion: Robert J. Miller et al., “The Doctrine of Discovery,” in *Discovering Indigenous Lands: The Doctrine of Discovery in the English Colonies*, ed. Robert J. Miller et al. (Oxford, 2010), 1-25.

Wed. Sep. 21

- Document: Letter of Nzinga Mbemba (Afonso I) of Kongo to the King of Portugal (1526)
- Lecture: West-Central Africa and the Opening of the Atlantic World

Mon. Sep. 26

Discussion: Kate Lowe, “‘Representing’ Africa: Ambassadors and Princes from Christian Africa to Renaissance Italy and Portugal, 1402-1608,” *Transactions of the Royal Historical Society* 17 (2007): 101-128.

Wed. Sep. 28

- Document: Hideyoshi’s Two Edicts against the Practice of Christianity (1587)
- Lecture: Missionaries, Merchants, and Monarchs in the Early Modern Pacific

Mon. Oct. 3

Unit 1 essay & annotated bibliography due at start of class!

Discussion: Reinier H. Hesselink, “I Go Shopping in Christian Nagasaki: Entries from the Diary of a Mito Samurai, Owada Shigekiyo (1593),” *Bulletin of Portuguese/ Japanese Studies*, ser. II, 1 (2015): 27-45.

Unit 2: *Empires & Revolutions* (ca. 1650-1830)

Wed. Oct. 5

- Document: The Fatawa-i 'Alamgiri (late 17th c.)
- Lecture: Imperial Politics in Mughal India

Discussion: Alan Guenther, “Hanafi *Fiqh* in Mughal India: The *Fatawa-i Alamgiri*,” in *India’s Islamic Traditions: 711-1750* (Oxford, 2006), 209-230. □

Mon. Oct. 10

THANKSGIVING – NO CLASS

Wed. Oct. 12

Document: The Royal Proclamation of 1763 □

Lecture: The “Long Eighteenth Century”: A Useful Concept? □

Mon. Oct. 17

Discussion: John Borrows, “Wampum at Niagara: The Royal Proclamation, Canadian Legal History, and Self-Government,” in *Aboriginal and Treaty Rights in Canada: Essays on Law, Equality, and Respect for Difference*, ed. Michael Asch (Vancouver, 2008), 155-172. □

Wed. Oct. 19

Document: The Declaration of the Rights of Man and Citizen (1789) □

Lecture: Enlightenment Ideals, Material Realities □

Mon. Oct. 24

Discussion: Joan Wallach Scott, “French Feminists and the Rights of ‘Man’: Olympe de Gouges’s Declarations,” *History Workshop* 28 (1989): 1-21. □

Wed. Oct. 26 **Unit 2 essay & annotated bibliography due at start of class!** □

Document: Constitutions of Haiti (1801-1805) □

Lecture: Was Haiti the Rule or the Exception in the Revolutionary Black Atlantic? □

Discussion: Julia Gaffield, “Complexities of Imagining Haiti: A Study of National Constitutions, 1801-1807,” *Journal of Social History* 41, no. 1 (2007): 81-103. □

Mon. Oct. 31 / Wed. Nov. 2

FALL READING WEEK – NO CLASSES

Unit 3: Ideologies in an Era of Nationalism and “New Imperialism” (ca. 1830-1914)

Mon. Nov. 7

Lecture: Snowballing “ism”s: An Outline of Significant Nineteenth-Century Ideologies □

Wed. Nov. 9

Document: The Treaty of Nanjing (1842) □

Lecture: Unequal Exchange and Extra-Territoriality: Europeans in Late Qing China □

Mon. Nov. 14

Discussion: Par Cassel, “Excavating Extraterritoriality: The ‘Judicial Sub-Prefect’ as a

Prototype for the Mixed Court in Shanghai,” *Late Imperial China* 24, no. 2 (2003): 156-182. □

Wed. Nov. 16

Document: Karl Marx and Friedrich Engels, *The Communist Manifesto* (1848) (excerpts) □

Lecture: Industrialization and Its Discontents □

Mon. Nov. 21

Discussion: Shlomo Avineri, “Marxism and Nationalism,” *Journal of Contemporary History* 26, no. 3-4 (1991): 637-657. □

Wed. Nov. 23

Document: Charles Darwin, *The Origin of Species* (1859) (excerpts) □

Lecture: R/evolutionary Ideas: Nations and Races in the Era of New Imperialism □

Mon. Nov. 28

Discussion: Gregory Claeys, “The ‘Survival of the Fittest’ and the Origins of Social Darwinism,” *Journal of the History of Ideas* 61, no. 2 (2000): 223-240. □

Wed. Nov. 30

Document: General Act of the Conference of Berlin (1885) □

Lecture: Imperial Ideas in Practice: Labour Recruitment and Resource Extraction □

Mon. Dec. 5 **Unit 3 essay & annotated bibliography due at start of class!** □

Discussion: David Gordon, “Precursors to Red Rubber: Violence in the Congo Free State, 1885-1895,” *Past & Present* 236, no. 1 (2017): 133-168. □

Wed. Dec. 7

FINAL EXAM REVIEW SESSION

RULES AND REGULATIONS

The History Department has specified that:

1. Accommodation will not be granted for missed classes.
2. All written assignments are to be submitted electronically following your professor's instructions. Students are responsible for making sure they are familiar with each professor's policy on electronic submissions.
3. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
4. Late marks are calculated on the copy submitted to OWL. Late penalties are calculated according to calendar day, including Saturdays.
5. Lateness will be penalized as follows: First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction to a maximum of 15% of the final assignment grade.
6. Unless Academic Consideration has been granted by the professor, assignments will not be accepted after one week. Extensions will only be given for assignments **worth more than 10%** once appropriate documentation has been submitted through Academic Advising.
7. Students must complete all essay assignments in order to pass essay courses. If essay assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.
8. Assignments will not be accepted after the final date of the examination period unless the student has applied for – and received – incomplete standing
https://www.uwo.ca/univsec/pdf/academic_policies/general/grades_undergrad.pdf

Guide to Footnotes and Bibliographies: Huron History Department

Footnotes have several purposes in a history paper:

- 1- They acknowledge your use of other peoples' opinions and ideas.
- 2- They allow the reader to immediately find your reference.
- 3- They give authority for a fact which might be questioned.
- 4- They tell the reader when a source was written.

Footnotes can appear either at the bottom of the page or collected together at the end of the essay where they are referred to as endnotes. The numeral indicating the footnotes should come at the end of the quotation or the sentence, usually as a superscript.¹

¹ They should be in Arabic, not Roman numerals or letters.

A footnote gives four main pieces of information which are set off by commas in the following order:

1. Author (surname *after* initials or first name),
2. Title
 - The title of a book is underlined or written in *italics*.
 - The title of an article is put within quotation marks, followed by the periodical in which it was published, underlined or in *italics*
- 3..Place and date of publication in parentheses (),
 - A fuller reference will include the publisher after the place of publication.
 - Article citations do not include the place of publication and publisher.
4. Page number (including volume number if necessary)

For example:

¹J.M.S. Careless, *Canada, A Story of Challenge* (Toronto, Macmillan Co. of Canada, 1970), 207.

²Basil Davidson, "Questions about Nationalism", *African Affairs* 76 (1977), 42.

In subsequent references, a shorter reference can be used. It should include the author's last name, a meaningful short title, and page numbers. For example:

³Careless, *Canada*, 179-206.

Where the reference is *exactly* the same as the preceding one, the Latin abbreviation *ibid.* can be used; where it is the same, but the page number is different, use *ibid.*, followed by the relevant page number. However, the short title form is preferable for subsequent references and the use of other Latin abbreviations such as *op.cit.* is not recommended.

Examples:

a) for a book by a single author: Author, title (place of publication: press, year), p#.

Elizabeth Wilson, *Shostakovich: A Life Remembered* (Princeton: Princeton University Press, 1994), 324.

b) for an article in a book that has chapters by different people: Author, "title of chapter," in title of book, ed. editor's name (place of publication: press, year), total pages of article, page number you are referencing.

Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity," in *The Miracle Years: A Cultural History of West*

Germany, 1949-1968, ed. Hanna Schissler (Princeton: Princeton University Press, 2001), 21-56, 34.

c) for an article in a journal, magazine, or newspaper: Author, "title of article," title of periodical, vol. # , issue # (year): total pages, the page you are referencing.

Gale Stokes, "The Social Origins of East European Politics," *Eastern European Politics and Societies* 1, 1 (1987): 30-74, 65.

d) for an old work that has been reissued: Try to find a way to include the original publication date somewhere. The easiest method is to use brackets.

Sigmund Freud, *The Interpretation of Dreams*. Trans. and ed. James Strachey (New York: Avon Books, 1965 [1900]), 175.

Bibliography

All the works you consulted, not just those cited in the footnotes, should be included in the bibliography. You may be required to prepare an annotated bibliography, in which you comment on the contents, utility, or worth of each source. If so, make sure you understand what the instructor expects, in particular the length as well as the nature of each annotation.

Generally, list the sources in alphabetical order, by author. The format for a bibliography is similar to that for footnotes, except that the author's surname *precedes* the other names and initials, periods instead of commas are used to divide the constituent parts, publication data is not put in brackets, and page numbers are not included except in the case of articles where the full page reference is necessary. For example:

Careless, J.M.S. *The Union of the Canadas. The Growth of Canadian Institutions 1841-1857*. Toronto: McClelland and Stewart, 1967.

Davidson, Basil. "Questions about Nationalism". *African Affairs* 76 (1977), 39-46.

Sources: University of Toronto Guide to Undergraduate Essays.

<http://www.history.utoronto.ca/undergraduate/essays.html#footnotes>. Accessed October 22, 2012.

Professor Julie Hessler's Guide to Footnotes: <http://darkwing.uoregon.edu/~hessler/>. Accessed October 22, 2012.



Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022

Pandemic Contingency

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade: **Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/> Office of the Registrar: <https://registrar.uwo.ca/>
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1> Academic Support & Engagement: <http://academicsupport.uwo.ca/>
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>
Western USC: <http://westernusc.ca/your-services/#studentservices>

Wellness and Health Supports at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services:

huronwellness@huron.uwo.ca Community

Safety Office: safety@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)