

Course delivery with respect to the COVID-19 pandemic

Although the intent is for this course to be delivered in-person, the changing COVID-19 landscape may necessitate some or all of the course to be delivered online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will not change. Any assessments affected will be conducted online as determined by the course instructor.

**HURON UNIVERSITY COLLEGE
HIST 1808G 550: A Few Words that Changed the World**

Meetings: W18 – Tuesdays: 1:30-2:30
W18 – Thursdays: 12:30-2:30

Dr. Thomas Peace

Email: tpeace@uwo.ca

Office Hours: Tuesdays and Wednesdays at 12:30 or by appointment.

Office: V127

Telephone: 519-438-7224 ext. 227

Contact policy: I am generally in the office from 9 to 5. As long as my door is open, *you are welcome (and encouraged) to come in* and chat about any questions, concerns or aspects of the course you find interesting. I try to return messages left by phone or email as soon as possible; however, due to my teaching and research responsibilities it sometimes takes me some time to reply. Expect at least a twenty-four-hour weekday response time.

Course Description: *A Few Words that Changed the World* uses short and influential historical documents to introduce students to the study of history.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 students will study a new primary document that had global reach and implication in the daily lives of millions of people, living in both the past and present.

Goal: Over our time together students will learn about significant moments of change over the past 500 years in global history while also learning the basic skills required for university study.

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

- knowledgeably discuss key moments and influential texts in the global history.
- articulate how each of the documents we study shapes the world in which we live today.
- understand how to read and apply historical evidence.
- understand how to read and apply scholarly literature.

Evaluation:

- Mini Essays: 30%
- Bibliography Assignments: 30%
- Participation: 20%
- Exam: 20%

Assessment:

1. **Mini-Essays:** On the last day of each unit, you will submit a short 500-word essay answering the following prompts:
 - **Unit 1:** Was Christianity a determining factor shaping European expansion?
 - **Unit 2:** How had ideas about European empire changed by the end of the eighteenth century?
 - **Unit 3:** To what extent did the nineteenth century mark continuities with Europe's sixteenth-century expansion?

A good essay will be organized around a clear thesis statement and draw on the documents and journal articles that we studied in the unit. A complete essay will have about six to eight paragraphs and – whenever drawing specifically on the documents we have studied – will use footnote citations. Remember that the content of your paragraphs is determined by your topic sentences. Each sentence that follows the topic sentence presents evidence and analysis helping us understand the topic sentence. It is the topic sentence that develops the thesis statement.

2. **Annotated Bibliographies:** On the last day of each unit, you will submit an annotated bibliography with one book review and one journal article that help us better understand each document's historical context. Annotations are specific explanations about why you chose the specific work listed. Each annotation will be evaluated based on its description of the book or article you found. It will also provide an explanation about how it informs your understanding of the document we have studied. This should take at least three sentences. *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: https://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_20

Participation: This course is based on collaborative learning. It is expected that you will attend our Tuesday classes prepared to talk knowledgeably about the historical source assigned for that week. You should be prepared to share with the class your reflections about:

- Who wrote the document and why?
- What is this document about?
- What does this document tell us about the society in which it was produced? (values, etc...)
- Why do you think that I put this document on the syllabus? How did it “make” the modern world?

Our Thursday classes will begin with a presentation placing the document in its historical context. We will then explore the assigned readings. You should come prepared to discuss:

- The argument each author is making?
- The evidence upon which their argument is built?
- How the article helps us understand the document under study?

At the end of each class, I will assign you a grade out of 10 based on your oral participation. I will also assign a grade out of 10 for your use of Hypothes.is annotations, which is a tool we will use to navigate our primary sources. The average of these grades will comprise your final participation grade.

Exam: The final exam will be essay-based and require that students consider the units comparatively while also reflecting on how historians use primary and secondary sources. The date of the exam will be set by the registrar's office.

The Texts

January 11: Course Introduction and Welcome

January 13: Thinking Like a Historian

Unit 1: *Christianity & Empire*

January 18/20: The Treaty of Tordesillas (1494)

- Robert J. Miller, "The Doctrine of Discovery" in Robert J. Miller et al. *Discovering Indigenous Lands: The Doctrine of Discovery in the English Colonies* (Oxford, 2010).

January 25/27: Letter of Nzinga Mbemba (Afonso I) of Kongo to the King of Portugal (1526)

- Kate Lowe, "'Representing' Africa: Ambassadors and Princes from Christian Africa to Renaissance Italy and Portugal, 1402-1608" *Transactions of the Royal Historical Society* 17 (December 2007): 101–28.
doi:10.1017/S0080440107000552.

February 1/4: Edicts against Christianity (1587)

- Reinier H. Hesselink, "I Go Shopping in Christian Nagasaki: Entries from the Diary of a Mito Samurai, Ōwada Shigekiyo (1593)," *Bulletin of Portuguese / Japanese Studies* 1 (January 2015): 27–45.
http://cham.fcsh.unl.pt/ext/bpjs/files/02_Hesselink.pdf

Unit 2: *Empire & Revolution*

February 8/10: The Royal Proclamation of 1763

- 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* (Vancouver: UBC Press, 2008)

February 15/17: The Treaty of Allahabad (1765)

- Robert Travers, "A British Empire by Treaty in Eighteenth-Century India," in Saliha Belmessous, *Empire by Treaty: Negotiating European Expansion, 1600-1900* (Oxford University Press, 2014)

February 22/24: Reading Week!

March 1/3: The Declaration of the Rights of Man and Citizen (1789)

- Joan Wallach Scott, “French Feminists and the Rights of ‘Man’: Olympe de Gouges’s Declarations,” *History Workshop* no. 28 (Autumn 1989): 1-21.

March 8/10: Constitutions of Haiti (1801-1805)

- Julia Gaffield, “Complexities of Imagining Haiti: A Study of National Constitutions, 1801-1807,” *Journal of Social History* (Fall 2007): 81-103.

Unit 3: *Empire, Race, and Gender*

March 15/17: Treaty of Nanjing (1842)

- Dong Wang, “Between Tribute and Unequal Treaties: How China Saw the Sea World in the Early Nineteenth Century,” *The Journal of the Historical Association*, vol 103 no 355 (Mar 2018): 262-285.

March 22/24: The Declaration of Rights and Sentiments (1848)

- Nancy Hewitt, “Re-Rooting American Women’s Activism: Global Perspectives on 1848” in Grimshaw et al., eds., *Women’s Rights and Human Rights* (London: Palgrave Macmillan, 2001), chap. 8.

March 29/31: The Origin of Species (1859) (excerpts)

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

April 5/7: General Act of the Conference of Berlin (1885)

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

RULES AND REGULATIONS

The History Department has specified that:

1. 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.
2. Footnotes, endnotes and bibliographies are to be prepared according to the Departmental Guide (which follows).
3. Late marks are calculated on the paper copy submitted to OWL Late penalties are calculated according to calendar day, including Saturdays.

4. In first and second year courses lateness will be penalized as follows:
First day late -- 3 marks deduction. Each subsequent calendar day late -- 2 marks per day deduction.
5. Third and fourth year seminars will be penalized for lateness at the rate of half a grade (5%) per day.
6. No paper or seminar will be accepted if it is more than seven calendar days late.
7. Extensions will only be given for assignments **worth more than 10%** with medical documentation submitted through Academic Counseling.
8. Students must complete the written assignments worth more than 10% to pass essay courses. If the written assignments are not handed in, the default grade will be 48% or the cumulative average of the student, whichever is lower.

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

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:

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

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 pages 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](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 2021 - 2022

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per Huron policy and public health directives. Students are now permitted to drink water in class by lifting and replacing the mask each time a drink is taken. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Huron policy and public health directives will be referred to the Dean's Office, and such actions will be considered a violation of the Huron Student Code of Conduct.

Pandemic Contingency

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered

entirely online, typically using a combination of synchronous instruction (i.e., at the times indicated in the timetable) and asynchronous material (e.g., posted on OWL for students to view at their convenience). Any remaining assessments will also be conducted online at the discretion of the course instructor. In the unlikely event that changes to the grading scheme are necessary, these changes will be clearly communicated as soon as possible.

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:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. 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, 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

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

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, and if the student has exceeded the maximum number of permissible Self-Reported absences, 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) 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 where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. 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: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. 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>

Mental Health & Wellness Support 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. 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
Chaplaincy: gthorne@huron.uwo.ca

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