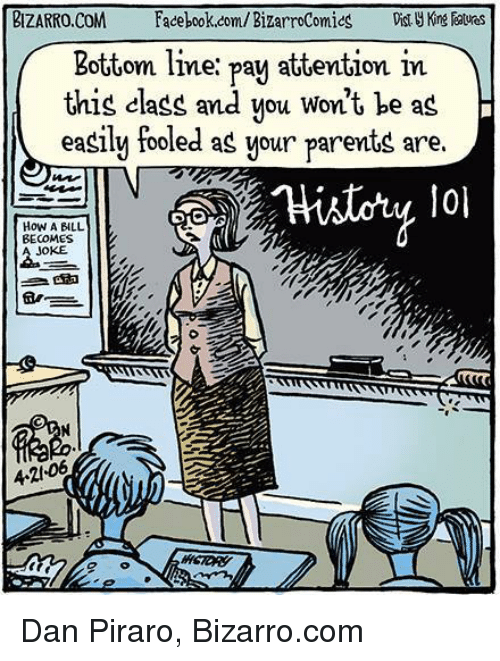
**TEN DAYS THAT SHOOK THE WORLD**

**History 101A (A01) – Spring 2020**

**CRN 21809**



Dan Piraro, Bizarro

Instructor: Dr. Elizabeth Vibert

Course times: Tuesday and Thursday, 4:30 – 5:50 pm

Classroom: HSD A240

Office: Clearihue B229

Phone: (250) 721-7286

Office hours: Tuesdays, 2:30 – 4:00 pm or by appointment

TA office hours to be confirmed  
Email: evibert@uvic.ca

Welcome to “Ten Days that Shook the World.” This course is an introduction to the study of history through the exploration of ten turning points or moments that generated change in the world. Dr. Vibert will convene the course and oversee all class meetings; most Thursdays, a guest lecturer will teach about one of these world-changing moments in their area of expertise. In small-group discussion seminars led by graduate students, students will then examine the arguments and readings each lecturer presents. The course will introduce you to the discipline of history (particularly in contexts beyond ‘the West’); to a range of historical skills and approaches; and to numerous History Department faculty members and graduate students.

The main goal of this course is to introduce students to the possibilities the discipline of history offers for development of critical thinking and critical reflection skills, and for understanding yourself, and our present moment, in deeper historical context. A special element of this edition of the course is the focus on less-understood – often misunderstood – parts of the world, many of which are central to contemporary political, social, and economic challenges.

This course will train you to think historically. Doing so involves a complex array of skills and methods. While there are many aspects to thinking historically, in this introductory course we focus on:

• understanding **historical contingency** — the idea that today’s world is not an inevitable result of a progression of neatly unfolding events, but the result of many intersecting factors and pressures, with often unpredictable results;

• understanding **complexity** and recognizing the possibility of multiple forces of change;

• understanding the idea of historical **causes and effects**;

• understanding the interplay of **agency and structure**;

• understanding the difference between **primary and secondary sources** and the different kinds of techniques needed to analyze each.

Since this is an introductory course, we do not assume that you possess prior knowledge about history or the craft of the historian. The basic concepts and skills will be introduced, explained, and practised.

SKILL DEVELOPMENT

*Note-taking and extracting key messages*. The first meetings will concentrate on how to extract and record the most pertinent information from a lecture or a reading.   
*Writing*. Through a series of weekly writing assignments, students will get feedback to improve your writing and early referral to the Centre for Academic Communication in cases where extra support is needed.

*Argumentation*. Through some of the writing assignments and through seminar discussion, students will experiment with historical forms of evidence and create coherent and persuasive arguments based on these sources.

FORMAT

The first few classes introduce you to the craft of history and the structure of the course. Subsequently, the course unfolds as a series of paired classes: in the first of the pair (Thursday) you hear a lecture by a member of the History Department, and in the second (the following Tuesday) you take part in a small-group discussion of the lecture and associated readings. These meetings are overseen by a Teaching Assistant (TA), but students are in the driver’s seat. In many weeks, you will also submit written work relating to the relevant lecture. These papers are to be handed to the TA at the start of the discussion group at 4:30 pm (except the 900-word paper, which is due on a Thursday).

READINGS; WRITING GUIDE

All assigned readings are available on the HSTR 101A CourseSpaces website.

Please download the “History Essay Style Guide” from CourseSpaces or the History Department website. You must use history style – Chicago footnote-style citation – for papers in this class. <https://www.uvic.ca/humanities/history/assets/docs/styleguide.pdf> - samples of footnote and bibliography style at pp. 18-30 of the Style Guide.

EVALUATION

The following table summarizes the course work that will be assessed to determine your final grade.

**Component Due date Weight (%)**

**Participation** Weekly 20

**Written assignments**

Day # Assignment Due date Weight (%)

1. 1st 450-word summary Jan. 21 10

2. 2nd 450-word summary Jan. 28

3. 1st 250-word summary Feb. 4 10

4. 2nd 250-word summary Feb. 11

5. 1st 500-word key points Feb. 25 15

6. 2nd 500-word key points Mar. 3

8 or 9. 900-word analysis Tues. Mar. 24 20

9 or 10. 1,250-word essay Thurs. Apr. 2 25

OR object biography\*

All assignments are due at the start of class (4:30/5:10) on the due date.

Students must complete all of the following to complete the course:

• at least one 450-word summary (about Day 1 or 2)

• at least one 250-word summary (Day 3 or 4)

• at least one 500-word “key points” paper (Day 5 or 6)

• a 900-word analysis (Day 8 or 9)

• a 1,250-word essay (Day 9 or 10)

• attendance at and participation in at least six of eight discussion seminars

\*For the object biography, see details at the end of this syllabus.

Students who receive E grades are not eligible to write a supplemental exam (there is no exam). Failure to complete one or more of these elements will result in a grade of “N” regardless of the cumulative percentage on other elements of the course. Conversely, completing these minimal criteria does not necessarily ensure a passing grade; that will depend upon the quality of the work. N is a failing grade and factors into GPA as a 0.

**Assignments for days 1, 2, 3, 4**: Understanding historical arguments (2 x 10%)

After the first lecture about a “day” that shook the world, you will write a 450-word *summary* of the lecture you heard. Submit a printed copy to your TA on the due date, which is also the day you will meet in small groups to discuss the lecture and assigned readings. After the second lecture, you will repeat the exercise with a summary of the new lecture. The best mark of the two will be recorded (worth 10% of the final grade). You may write both in order to get the higher grade, or you may choose to submit only one 450-word summary and accept that grade (i.e., either Day 1 or Day 2) rather than writing both. Following lectures 3 and 4, you will write 250-word summaries of the lectures you hear. As before, deliver a hard copy to your TA when you meet for discussion. The higher mark of the two will be recorded, worth 10% of the final grade. As above, you may therefore choose to submit only one of these summaries.

Further requirements for this and other assignments are posted on CourseSpaces.

For **days 5 and 6** (15%) you will write 500 words *comparing the key points/arguments* presented in one lecture to the key points identified in the assigned readings. The best mark of the two will be recorded, worth 15% of the final grade. The assignment for **day 7** is readings to discuss in seminar (together with day 6 readings).

**Assignments for days 8 and 9**: Understanding historical contingency (20%). In the latter half of the course, you will move from explaining others’ arguments to building arguments of your own based on available evidence. Following the day 8 or 9 lectures, you will draw upon the lecture and readings to *compose a 900-word analysis* identifying and describing the key events/circumstances leading up to the historical event being discussed in class that week. Discuss the relative importance of events described, and the interactions among them. Remark on whether the lectures and readings identify different key causal elements or offer different explanations for the process of change. You may also explore differences in emphasis, the ways the authors interpret evidence and use sources, and the types of analysis they employ. You may only submit one such analysis, worth 20% of the final grade. (I.e., you choose whether to submit a 900-word analysis based on the Day 8 lecture or one based on the Day 9 lecture.)

**Assignments for days 9, 10**: Synthesizing historical interpretations (25%)

Following the ninth or tenth lecture—you choose which will form the basis for the

assignment—you will write a short essay (about 1,250 words) that presents a critical synthesis of historical interpretations of the event in question. \*NB: If you wrote about lecture 9 for the previous assignment, you must choose lecture 10 this time.\* Materials to be considered must include the lecture, the assigned readings (which may include both primary and secondary sources) and, in addition, two scholarly secondary sources that you have found through independent research. The quality of these sources, as well as your use of them, will count for a good deal. (Time in class will be dedicated to guiding you through the process of locating and evaluating secondary sources.) You may only submit one such essay (i.e., in connection with either Day 9 or Day 10), worth 25% of the final grade.

**Small-group seminars** (20% for 8 seminars = 2.5% per seminar)

Most Tuesdays students will participate in small-group discussion seminars whose purpose is to discuss the weekly topic using questions suggested by the instructor and guest lecturer. Teaching assistants will help facilitate the seminars, but seminars are for students: it is up to you to come prepared to discuss the lecture and readings with your peers. You will be evaluated on your participation in the discussions (20% is the total for 8 seminars; you’re permitted to miss up to two seminars and still pass the course, but will receive a 0 for unexcused absences). Your lowest participation grade will be dropped in the calculation of the final grade.

In seminar:

• Keep in mind that the quality, not the quantity, of your contributions is what matters. If you talk all the time, making it difficult for others to find space, you are more likely to be penalized than rewarded. Enthusiasm is great, but remember to share the floor.

• If you’re nervous about speaking in front of others, or feel like you don’t understand a topic, a great way to contribute is through questions you prepare in advance. Or steer the group to a passage in the readings that you found surprising or challenging.

• It’s also valuable to keep the group on track by bringing things back to the readings.

• Gently push the group past the surface level in discussion.

SUBMITTING ASSIGNMENTS, LATE PENALTIES, AND ABSENCES

Most assignments must be submitted to your TA at the start of your seminar (4:30 or 5:10 pm) on the due date. \*Do not submit by email: they get lost!\* If you miss the seminar, you may submit your assignment to the History Department (Clearihue B245) **by 4:30** pm on the due date. The office closes at 4:30 so don’t be late. There is an assignment drop-box at the front counter where your paper will be time-stamped. An assignment submitted after the deadline will incur a penalty of 10% for each day, or partial day, that it is late. If you miss a lecture and have a medical note explaining your absence, you will be able to write a make-up assignment based on another source. Other legitimate reasons for absence (family emergency, etc.) can also be addressed in this manner. Please consult the instructor about make-up assignments. Remember that for the first four ‘days’ of the course, you can choose to write about one or other lecture. In the event that you miss a lecture through choice or preventable accident (e.g., missed the bus), you do not need to apply for a make-up assignment. The mark for the other assignment of the pair will stand.

If you miss a discussion seminar for a legitimate reason (illness, emergency), you can make this up by submitting a 1,000-word paper answering all of the week’s discussion questions in addition to writing that week’s assignment. Remember that the lowest of your discussion marks will be dropped from the assessment of your participation; in the event that you miss a discussion through choice or preventable accident, you do not have the option to do a make-up assignment. No more than one make-up assignment is permissible per student.

ACADEMIC INTEGRITY

Read the university’s academic integrity policy carefully; it is outlined in the undergraduate calendar and is also available online (see the link in CourseSpaces or visit http://web.uvic.ca/calendar/FACS/UnIn/UARe/PoAcI.html). It is your responsibility to understand what constitutes academic dishonesty. I reserve the right to use plagiarism detection software or to assess the integrity of student work. If you have any questions on this matter, please see me.

COURSE EXPERIENCE SURVEY

The department and I value your feedback on this course. Towards the end of term you will have the opportunity to complete a confidential course experience survey (CES) about your learning experience. You will receive an email in the last couple of weeks of term inviting you to do the survey. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop or any mobile device. Thank you for taking the time to do this.

GETTING HELP AND ADVICE

If you have questions about anything in the course, and you can’t find an answer in the syllabus or on CourseSpaces, please contact me. Drop in during office hours, email to make an appointment at another time, or call by phone. I usually check email daily, but there will be times of term when response time is slow, since I will be working on research and writing deadlines*.*

Library staff can assist you with research methods and tools, and there is a wide range of services offered by the university community to support student success. (Note that there may be waiting lists for some of these services, so sign up well in advance if you want help with a specific assignment.) Make an appointment with an academic advisor if you need help with program requirements, general university policies, or any academic matter.   
For assistance with writing skills, please see the Centre for Academic Communication (formerly the Writing Centre): <http://www.uvic.ca/learningandteaching/home/home/centre/>

For confidential help with mental health needs, please contact UVic Counselling Services: 250-721-8341 / counsell@uvic.ca

**HSTR 101A CLASS SCHEDULE 2020**

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| **Class** | **Day** | **Date** | **Topic** | **Speaker** |
| 1 | Tuesday | 7 Jan. | Introduction | Dr. E. Vibert |
| 2 | Thursday | 9 Jan. | Skills: thinking historically; note-taking | Dr. E. Vibert |
| 3 | Tuesday | 14 Jan. | More skills | Dr. E. Vibert |
| 4 | Thursday | 16 Jan. | **Day 1 – 28 June 1451:** Beginnings of the Haudenosaunee Confederacy | Dr. Peter Cook |
| 5 | Tuesday | 21 Jan. | Seminar: skill – understanding historical arguments (all seminars are held in your assigned seminar room, not the classroom) |  |
| 6 | Thursday | 23 Jan. | **Day 2 – 13 August 1521**: The Fall of Tenochtitlan | Dr. Beatriz de Alba- Koch |
| 7 | Tuesday | 28 Jan. | Seminar: skill – understanding historical arguments |  |
| 8 | Thursday | 30 Jan. | **Day 3 – date TBA**: Darwin’s Origin of Species | Dr. Lynne Marks |
| 9 | Tuesday | 4 Feb. | Seminar: skill – understanding historical arguments |  |
| 10 | Thursday | 6 Feb. | **Day 4 – 20 March 1919**: Redrawing Borders in the Middle East | Dr. Martin Bunton |
| 11 | Tuesday | 11 Feb. | Seminar: skill – comparing historical arguments |  |
| 12 | Thursday | 13 Feb. | **Day 5 – 16 June 1976**: Soweto Uprising and Student Protest | Dr. Elizabeth Vibert |
| ------ | Tues/Thurs | 18,20 Feb. | No classes: Reading Break |  |
| 13 | Tuesday | 25 Feb. | Seminar: skill – comparing historical arguments (Day 5 readings) |  |
| 14 | Thursday | 27 Feb. | **Day 6 – 10 February 1957**: Humans and a Warming World | Dr. Jason Colby |
| 15 | Tuesday | 3 March | Class schedule is reversed this week:  **Day 7** – Food Systems and Climate Crises  IdeaFest event, Tues March 3, Hickman Bldg Room 105.  Event is 5-7 pm; please come for 5 pm and stay until at least 5:50 pm (class end) | Dr. E. Vibert, Dr. J. Gutberlet, Dr. M. Little and other researchers |
| 16 | Thursday | 5 March | SEMINAR for combined Day 6 and 7 readings: skill - understanding historical contingency [seminar rooms changed: see CourseSpaces] |  |
| 17 | Tuesday | 10 March | Research and research papers lecture/Q&A | Dr. E. Vibert |
| 18 | Thursday | 12 March | **Day 8 – 4 June 1989:** Tiananmen Square | Dr. Guoguang Wu |
| 19 | Tuesday | 17 March | Seminar: skill - formulating historical arguments |  |
| 20 | Thursday | 19 March | **Day 9 – 17 May 1994**: UN Peacekeeping and the Rwandan Genocide | Dr. Sara Beam |
| 21 | Tuesday | 24 March | Seminar: skill – formulating historical arguments |  |
| 22 | Thursday | 26 March | **Day 10 – 11 June 2008**: Apology, Healing, and Reconciliation | Dr. Christine O’Bonsawin |
| 23 | Tuesday | 31 March | **In-class discussion:** Reconciliation and themes | Dr. E. Vibert |
| 24 | Thursday | 2 April | Conclusions, tie-up | Dr. E. Vibert |
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**Object Biography assignment**: an alternative to the final 1,250-word essay assignment. This is a chance to “do history” through historical analysis of a material object from the past. Like the final essay, this assignment is worth 25% of the course grade.

To participate in the Object Biography assignment, you will need to be available once on a Friday afternoon (likely 1:30 pm, and likely in January) for a session at UVic Special Collections.

You will also need to meet at least once with me (Dr. Vibert) for a conversation about the object you choose.

Further details about this assignment will be shared in class.