

*A territorial acknowledgement seems both insufficient and more important than ever after the discovery of hundreds of unmarked graves at former residential school sites across Western Canada, with hundreds more still to come. I live and work in Treaty 7 territory, here in the heart of traditional Siksikaitisitapi (Blackfoot Confederacy) territory; I am a guest here, as all non-Blackfoot peoples are guests in this territory. As a historian I also acknowledge the role that my discipline has played in the genocide of Indigenous peoples and the erasure of those graves and their meaning from the official historical record.*

**Best way to reach me:** [sheila.mcmanus@uleth.ca](mailto:sheila.mcmanus@uleth.ca) I try to answer student emails within 24 hours during the week and 48 hours over the weekend. Office hours online and by appointment to start but I may set up some drop-in hours later in the term if there is enough demand. (*What are “office hours” for? Let Dr Andrew Ishak explain:* <https://vimeo.com/270014784> *I am also the department’s undergrad advisor, so I can help with any questions about your History program.*)

**Course description:** Hist 1200 is a broad survey of world history from the development of agriculture ~9,000 BCE to the late-twentieth century. We obviously can't tell the whole story, so we will also explore how different perspectives and choices (mine, yours, and the textbook's) shape the stories we tell and the significance we assign to different events.

**Note 1:** We will focus mainly on Asia, Africa, and the Americas, so if you are more interested in Western European History then you may prefer History 1000. The Academic Calendar considers Hist 1000 and Hist 1200 to be “substantially similar” courses, which means that you CANNOT use both courses toward your degree. If you have already completed Hist 1000 you will not receive credit for Hist 1200. If you are currently registered in Hist 1000 and Hist 1200 you should drop one of them.

**Note 2:** This course is both “flipped” and “blended.” A flipped course devotes as much in-class time as possible to discussions by pre-recording the lectures and putting them online. This also allows you to listen to the lectures at your own speed at a time that is convenient for you. A blended course includes both online and in-person options. You can complete our course 100% online or 100% in person, or some combination of the two depending on your circumstances. Masks are required for in-person classes and I have uploaded the U of L policy in Moodle; please note that refusing to wear a mask is a non-academic offense and will be treated accordingly, so if you have any concerns about it feel free to attend the online discussions.

**Learning outcomes:** By the end of this course you will be able to:

- 1) describe at least fifteen key events, time periods, and individuals in world history, and defend the criteria you used to make those choices. This will help you identify and reflect on your own views about what matters in history.
- 2) compare and contrast different kinds of primary sources (i.e. sources created during the time period you are studying), and explain how historians use that evidence to learn about the past
- 3) analyze one primary source in depth and explain why it is still important today

**Required text:**

Pollard, Elizabeth, et al. *Worlds Together, World Apart: From the Beginnings of Humankind to the Present*. Concise Second Edition. Norton, 2015. (Other editions of this book are fine but the page numbers won't match.)

**Overview schedule of weekly readings and lectures**

All topics are subject to change. All chapters and page numbers are from the 2015 Concise Second Edition of *Worlds Together, Worlds Apart*. The assigned readings will rarely overlap with the lectures but will provide background for topics I don't talk about in the lectures and the primary documents you will be analyzing.

**Thurs Sept 9 intro: this class will be in Zoom only but all subsequent Thursdays will be in-person**

**Week 1: Zoom Tues Sept 14 and in-person Thurs Sept 16**

- 1) Read pages 26-42 of Chapter 1 on the agricultural revolution and Chapter 2, "Rivers, Cities and First States, 3500–2000 BCE"
- 2) Links for lectures 1 (Western and SW Asia) and 2 (Egypt and Mesopotamia) are in Moodle
- 3) Read pages 26-42 of Chapter 1 on the agricultural revolution. Discussion questions for Tuesday and Thursday's classes will be posted in Moodle

**Note: The first part of your self-assessment is due this week.  
The Moodle window will be open Sept 13 – Sunday Sept 19**

**Week 2: Zoom Tues Sept 21 and in-person Thurs Sept 23**

- 1) Read and Ch. 3, "Nomads, Chariots, Territorial States, & Microsocieties" and 4, "First Empires and Common Cultures in Afro-Eurasia, 1250–325 BCE"
- 2) Links for lectures 3 (Sub Saharan Africa) and 4 (Oceania) are in Moodle
- 3) Engaging with the evidence: read the primary sources for Chapter 4, "Comparing early empires," 192-199. Discussion questions for Tuesday and Thursday's classes will be posted in Moodle.

**Week 3: On Tues Sept 28 we will have two discussions at the same time, one in Zoom and one in-person**

- 1) Read Ch. 5, "Worlds Turned Inside Out, 1000–350 BCE"
- 2) Links for lectures 5 (India 2000-500 BCE) and 6 (China 1600-256 BCE) are in Moodle
- 3) Discussion questions for Tuesday's classes will be posted in Moodle

**NO Class Thurs Sept 30: National Day for Truth and Reconciliation**

**Week 4: Zoom Tues Oct 5 and in-person Thurs Oct 7**

- 1) Read Ch. 6, “Shrinking the Afro-Eurasian World, 350 BCE–250 CE”
- 2) Links for lectures 7 (Western Asia ~550 BCE-30 BCE) and 8 (China 256 BCE-220 CE) are in Moodle
- 3) Engaging with the evidence: read the primary sources for Chap 6 "Exploring connectivity on the silk road," pp 286-293. Discussion questions for Tuesday and Thursday's classes will be posted in Moodle.

**Note: D&D1 is due this week and will form the basis for our discussions next week.  
Moodle window will be open Monday Oct 4 – Sunday Oct 10**

**Week 5: Zoom Tues Oct 12 and in-person Thurs Oct 14**

- 1) Read Ch. 7, “Han Dynasty China and Imperial Rome, 300 BCE–300 CE” and Ch. 8, “The Rise of Universal Religions, 300-600 CE”
- 2) Links for lectures 9 (Mesoamerica), 10 (Judaism and Christianity), and 11 (Islam) are in Moodle
- 3) We will discuss D&D1, see what patterns emerge, and explore what those patterns tell us about how we assign meaning to historical events.

**Note: The second part of your self-assessment is due this week.  
The Moodle window will be open October 12 – Sunday October 17**

**Week 6: Zoom Tues Oct 19 and in-person Thurs Oct 21**

- 1) Read Ch. 9, "New Empires and Common Cultures, 600-1000 CE" and Ch10 “Becoming ‘The World,’ 1000-1300 CE”
- 2) Links for lectures 12 (Buddhism) and 13 (Tang Dynasty) are in Moodle
- 3) Engaging with the evidence: read the primary sources for Chapter 9, “Women and Community in the Context of New Empires,” pp.434-499. Discussion questions for Tuesday and Thursday's classes will be posted in Moodle

**Week 7:**

**Zoom Tues Oct 26 and in-person Thurs Oct 28**

- 1) Read Ch. 11, “Crisis and Recovery in Afro-Eurasia, 1300-1500”
- 2) Links for lectures 14 (Mongols) and 15 (Kamakura Japan) are in Moodle
- 3) Engaging with the evidence: Our theme this week is “Pandemics in Historical Perspective I.” Read the primary sources for Chapter 11, “Causes and effects of the Black Death,” pp. 534-541. Discussion questions for Tuesday and Thursday's classes will be posted in Moodle

**Week 8: Zoom Tues Nov 2 and in-person Thurs Nov 4**

- 1) Read Ch. 12, “Contact, Commerce, and Colonization, 1450-1600” and Ch. 13, “Worlds Entangled, 1600-1750”
- 2) Links for lectures 16 (Ottoman Empire and Mughal Dynasty 13<sup>th</sup>-16<sup>th</sup> Centuries) and 17 (African Empires 13<sup>th</sup>-16<sup>th</sup> centuries) are in Moodle
- 3) Engaging with the evidence: read the primary sources for Chapter 12, “Cultural Contexts in the Age of Exploration,” pp. 582-587. Discussion questions for Tuesday and Thursday’s classes will be posted in Moodle

**Note: D&D 2 is due this week,  
the Moodle window will be open Monday Nov 1 – Sunday Nov 7**

**Nov 8 – 12: READING WEEK!**

**Week 9: Zoom Tues Nov 16 and in-person Thurs Nov 18**

- 1) Read Ch. 14, “Cultures of Splendor and Power, 1500-1780” and Ch. 15, “Reordering the World, 1750-1850”
- 2) Links for lectures 18 (Aztec and Incan Empires) and 19 (Spain Invades the Americas) are in Moodle
- 3) Engaging with the evidence: look closely at Chapter 14’s “Envisioning the world” maps on 690-691. If you want a closer look at the 7 maps, check out the Ch14 ppt in Moodle. Discussion questions for Tuesday and Thursday’s classes will be posted in Moodle.

**Week 10: Zoom Tues Nov 23 and in-person Thurs Nov 25**

- 1) Read and Ch. 16, “Alternative Visions of the Nineteenth Century” and Ch. 17, “Nations and Empires, 1850-1914”
- 2) Links for lectures 20 (Atlantic Slave Trade), 21 (The Haitian Revolution), and 22 (19<sup>th</sup> century Imperialism, Nationalism, and Resistance - I) are in Moodle
- 3) Engaging with the evidence: read the primary sources in Chapter 16 “Comparing Alternatives to Nineteenth-Century Capitalism” (pp. 774-783). Discussion questions for Tuesday and Thursday’s classes will be posted in Moodle.

**Note: Your primary source projects are due this week.  
The Moodle window will be open Mon Nov 22 – Sunday Nov 28**

**Week 11: Zoom Tues Nov 30 and in-person Thurs Dec 2**

- 1) Read Ch. 18, "An Unsettled World, 1890-1914" and Ch. 19, "Of Masses and Visions of the Modern, 1910-1939.
- 2) Links for lectures 23 (19<sup>th</sup> century Imperialism, Nationalism, and Resistance - II) and 24 (19<sup>th</sup> century Imperialism, Nationalism, and Resistance - III) are in Moodle
- 3) Engaging with the Evidence. Our theme this week is "Pandemics in Historical perspective II: 1918-1919." Read at least two of the articles posted in Moodle. Discussion questions for Tuesday and Thursday's classes will be posted in Moodle.

**Week 12: Tues Dec 7**

- 1) Read Ch. 20 "The Three-World Order, 1940-1975."
- 2) Links for lectures 26 (WWI), 27 (interwar), 28 (WWII), and 29 (Decolonization in Indian and Africa 1940s-60s) are in Moodle
- 3) Discussion topic: the patterns we see in everyone's final top 3 choices for D&D3.

**D&D 3 and your self-assessments are due after the last day of class.  
The Moodle window will be open Thursday Dec 9 – Sunday Dec 12**

**This is how you will earn your grade:  
(You must complete ALL requirements to get a grade in this course)**

**Self- assessment, 25%.** The best teaching and learning needs to be a two-way street, and very little of it happens when I am talking at you during a lecture. "Participation grades" are an imperfect way for me to gauge your learning and engagement with the course. This three-part self-assessment lets you tell me what your goals are for the course; the time and energy you are putting into it given everything else going on in your life; your efforts to support your colleagues' learning through respectful conversations, and so on. At the end of the term, in your third and final submission, you will tell me how many points out of 25 you think you have earned based on the evidence you have provided along the way. Keep each assessment very short and feel free to consider different formats: ~250 words if you want to write it down, ~ 5mins max if you want to submit video, ~5 images max with explanatory text, etc. Detailed instructions and prompts are in Moodle. #1 is due Week 1 (Sept 13 – Sunday Sept 19). #2 is due Week 5 (October 12 – Sunday October 17). #3 is due after Week 12 (Dec 9 – Sunday December 12). My goal is to return each one to you with feedback in two weeks or less.

**Three "describe and defend" assignments**

**#1 is worth 10% and due Week 4 (Monday Oct 4 – Sunday Oct 10)**

**#2 is worth 15% and due Week 8 (Monday Nov 1 – Sunday Nov 7)**

**#3 is worth 20% and due after Week 12 (Thursday Dec 9 – Sunday Dec 12)**

These three assignments are designed to help you meet the first course objective. For the first one you will choose the five events and/or periods and/or individuals that you think are the most important from lectures 1-4/chapters 1-6. Do not do any additional research. Describe each item clearly and concisely in your own words, and cite all information from

the textbook this way: (*WTWA*, concise 2<sup>nd</sup> edition, p. 87). Then defend your choices: tell me in your own words why you think these five items are the most important from this period of world history. Why did you choose these five out of all the things you could have chosen? The second and third assignments will begin with this same step but add on additional analysis.

### **Primary source projects**

**1400-1700 words, worth 30%, Moodle window will be open Week 10 (Mon Nov 22 – Sunday Nov 28)**

Historians help the past speak to the present, and help the present understand the past. To gain a deeper understanding of how historians use primary sources to interpret and explain the past to a modern audience, you will first choose one primary source from the list I will provide later in the term. Then you have two options. You can choose to write a short blog post to a friend who is not interested in history, and convince them that this source and this topic are important for the modern world to know about. Another option is to imagine that you are the author/creator of that source, and you want to tell a modern reader about yourself, your world, and why you matter. Either way you will have to include a short description of the source and its historical context. This is not a research paper so don't do any additional research; you may use your textbook for context if you need to and cite it as: (*WTWA*, concise 2<sup>rd</sup> edition, p. 87).

**Extensions:** It's no problem if you need more time for an assignment, just email me and we will work something out.

### **U of L History Department grading system**

94-100%	A+	4.0 GPA	70-73.9%	C+	2.3 GPA
90-93.9	A	4.0	66-69.9	C	2.0
86-89.9	A-	3.7	62-65.9	C-	1.7
82-85.9	B+	3.3	58-61.9	D+	1.3
78-81.9	B	3.0	50-57.9	D	1.0
74-77.9	B-	2.7	0-49.9	F	0

**Preferred format for all written assignments:** To make it easier for me to read and grade your written assignments PLEASE double-space the text, use a 12-point font and at least one-inch margins. You don't need to add spaces between the paragraphs or subheadings, but do number all of the pages.

**Academic integrity:** We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and offer credit to others for thinking of ideas before us. I believe that everyone in this course is fundamentally honest and I can help you learn the conventions of academic integrity, such as citing sources and being clear about where our own words begin and end. If you want to read what the U of L Calendar says about this topic, you can find it in the 2021-22 Undergraduate Calendar under “Academic Regulations – Student Policies.”

[https://www.ulethbridge.ca/sites/ross/calendar/ug/topic.htm?rhlterm=academic%20offenses&rhsyns=%20&rhsearch=academic%20offenses#t=Topics%2FAcademic\\_Regulations-Student\\_Policies.htm%23XREF\\_12993\\_c\\_Student](https://www.ulethbridge.ca/sites/ross/calendar/ug/topic.htm?rhlterm=academic%20offenses&rhsyns=%20&rhsearch=academic%20offenses#t=Topics%2FAcademic_Regulations-Student_Policies.htm%23XREF_12993_c_Student)

**Kids in class/kids on screen? No problem!** Sometimes your child care options fall through at the last minute, and for many student parents that can mean having to miss class. Occasionally needing to bring your child to class or having them join us online is not a long term solution, but it is perfectly acceptable. I encourage everyone in the class to help make any guests feel welcome.

### **Support and services, on and off campus**

[Academic Support](#)

[Academic Writing Program](#)

[Accommodated Learning Centre for students with disabilities](#)

[Campus Collective Centre](#)

[Chinook Sexual Assault Centre](#)

[Counselling Services](#)

[Ikaisskini \(Low Horn\) Gathering Place for FNMI Students](#)

[International Student Centre](#)

[PRIDE Centre](#)

[ULSU Student Clubs \(including the particularly-awesome History Students' club\)](#)

[Student Services](#)

[Student Success Centre](#)

[2SLGBTQ+ Resources](#)

University of Lethbridge Students' Union Food Bank  
Room 180 in the Students' Union Building, 403-329-2222