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Office Hours
Tuesday: 4:30 pm – 6:30 pm
Wednesday: 4:00 pm – 6:00 pm
Thursday: 11:00 am – 1:00 pm

Course Descriptions
This course examines links among cultures over the past five centuries. This period witnessed the rapid rise of the West to economic, political and cultural dominance. In response various forms of resistance and nationalism emerged, with remarkable ideological innovations and social transformations in China, India, the Middle East, Africa, and Latin America. Our main themes will be the growth of global interaction, the evolution of ideas, and the causes and consequences of instability and how these three dynamics worked together to shape modern history and experiences.

Course Objectives
This course explores history from multiple perspectives with a global outlook. You will study broad scale historical transformations, but also intimate human experiences: how people’s lives changed over the centuries under review. In addition to building knowledge of global history, this course also aims to impart foundational historical methods and academic skills. You will analyse primary sources, practise research techniques, learn library tools, use historical imagination, and develop verbal and written communications skills. Overall, this course will help you transition into University level study.

Readings:
There are two required text for the course:


Students are expected to have read the assigned chapters by the time they come to class.
### Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Weight</th>
<th>Your Mark</th>
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</thead>
<tbody>
<tr>
<td>Sourcebook Responses</td>
<td>Weekly on ACORN (except Jan. 5, Feb. 16, Mar. 9, Mar. 23)</td>
<td>15%</td>
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<tr>
<td>Annotated Proposal</td>
<td>February 10 (before 7:00pm)</td>
<td>15%</td>
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<tr>
<td>Research Essay</td>
<td>March 24 (before 7:00pm)</td>
<td>25%</td>
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<tr>
<td>Quizzes (worth 5% each, but only best three of four grades count)</td>
<td>January 27, February 3, March 3, March 17</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>30%</td>
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THE LATE PENALTY FOR ALL WORK IS 5% PER CALENDAR DAY OVERDUE WITHOUT AUTHENTICATED OR DOCUMENTED PERSONAL OR MEDICAL CIRCUMSTANCES. ASSIGNMENTS WILL NOT BE ACCEPTED IF MORE THAN SEVEN DAYS LATE

### Communication

Since we are now slaves to technology, this course will likely rely on email for communications. I will endeavour to answer all emails within 24 hours, but do not assume all-hours service. Expect delays over evenings, weekends, and holidays (i.e. I like to pretend to have a life). Instead, students should pose questions in class or office hours. Questions about assignments are best asked in advance rather than at the last minute. You may not receive responses in time to beat deadlines.

### Disability Access

If you are a student with a documented disability who needs accommodations in this class, please inform me after you meet with Jill Davies or Kathy O’Rourke in Disability Access Services, in the Student Resource Centre, lower floor of the old SUB (Old Student Union Building). You can reach them at jill.davies@acadiau.ca (585-1127) or disability.access@acadiau.ca (585-1823).

### Academic Integrity and Dishonesty

You **must** be familiar with the guidelines on “Academic Integrity” found on pages 33-34 of the Acadia University Calendar. The Department of History & Classics considers plagiarism a very serious transgression: it is departmental policy that plagiarised work will receive a grade of F (zero), with no departmental appeal possible. More severe penalties are possible, including a course grade of F (zero) and/or a recommendation for expulsion from the university.
That said, I am aware that warnings about plagiarism are both intimidating and confusing. Deliberate cheating is one thing. Cheaters know they are cheating. Most plagiarisers do it unconsciously in the age of cutting & pasting and online learning. Be meticulous when you research, especially with electronic sources. You may also find the superb resources put together by the Vaughan Library staff helpful (http://library.acadiau.ca/guides/plagiarism/), and you should complete their online “You Quote it, You Note it!” tutorial. These will ensure that you will be able to avoid the various plagiaristic pitfalls that exist. In any event, it all boils down to: IF IN DOUBT, FOOTNOTE!!!

Assignments
This course has multiple assignments, each designed help students develop different skill sets.

1. **Sourcebook Responses (15%)** – Students must submit one comment to a weekly forum on ACORN. The comment should be based on your observations about at least one primary document from the assigned Sourcebook readings for the upcoming week. Consider your chosen source’s context, importance, meaning, and implications. Then simply identify and write one thing you learned by reading it. Insight, synthesis, originality will be rewarded. In the least, your note should be specific enough to prove that you completed the readings.
   - Every Sunday by midnight except: January 5, February 16, March 9, March 23.

2. **Annotated Proposal (Thesis, Sources, Outline) (15%)** – This assignment will form the building blocks of your final research essay. Your essay topic must address one of the three course themes (i.e. interaction, ideas, and instability). In this annotated proposal you need:
   - **Thesis & Argument.** A clear and concise statement of your research essay’s expected overarching argument. It should include the words: “By looking at / By exploring . . . this essay argues that . . .” Your argument may change from proposal to final essay submission, but you must include a provisional thesis statement in the proposal.
   - **Outline & Sources.** A sketch/skeleton of your paper divided into its planned body paragraphs. You need at least two body paragraphs but most essays will require three or more. Each paragraph should identify a distinct theme/topic/region, and note one related primary source, and one related secondary source cited in proper Chicago/Turabian style. The planned paragraphs should work together logically to build your overall argument.
   - **Annotations & Analysis.** Underneath each paragraph headings and its respective source citations, write a short annotation (2 or 3 sentences). Describe the selected sources, how they relate to each other, and how they will contribute to your overall argument and essay.
   - February 10 (at start of class)

3. **Research Essay (25%)** – A 1200-word paper with a strong thesis statement, clear organisation, convincing evidence, appropriate essay structure, and proper citations (footnotes and bibliography). You must address one of the key course themes interaction, ideas, and instability, though the specific topic is up to you. The research has to fall within the course chronology (i.e. global history after 1500). Your paper must use and cite at least 3 primary sources from reputable printed or online sources (if in doubt, check with the instructor) and 3 secondary sources (peer-reviewed articles and/or scholarly books). You must build on the topic from your annotated proposal. The best papers will demonstrate synthetic and critical thinking, and most likely include supplemental research beyond the items mentioned above. You will be graded on content, argument, and style.
   - March 24 (at start of class)
4. **Quizzes (15%)** – Four short tests worth 5% each. Only your best three results will count toward final grades. Each quiz will test a different kind of learning and knowledge base.

- **January 27 (Bibliography & Sources)** – Study the interactive tutorials from our library’s Historical Research Guide, the videos about distinguishing primary and secondary sources, and the Turabian Quick Guide through the following links:
  - [http://www.youtube.com/watch?v=Mk37YSdx3ag](http://www.youtube.com/watch?v=Mk37YSdx3ag)
  - [http://www.youtube.com/watch?v=xIdm6RguzRM](http://www.youtube.com/watch?v=xIdm6RguzRM)
  - [http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

- **February 3 (Maps – Chapter 20 & 21: pages 581, 598, 601, and 611)**

- **March 3 (Short Answer – Chapter 23 & 26)**

- **March 17 (Identify & State the Significance – Chapter 28)**

5. **Final Exam (30%)** – The exam will have five sections.
   i) A deductive map component to label and/or draw the answers to questions relating to history.
   ii) Short answer questions (i.e. multiple-choice, true-false, fill-in-the-blank, matching, etc.) regarding course material.
   iii) A primary source analysis.
   iv) A set of questions asking students to identify and explain the significance of a selection of names/terms.
   v) A longer thematic essay question that will demonstrate your ability to synthesize the major themes and materials discussed during the semester. All questions will test your understanding and knowledge of lectures, videos shown in class, as well as the assigned and supplementary readings. A detailed study guide will be pre-circulated.

- **TBA**

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**STYLE & FORMATTING REQUIREMENTS**

*Unless otherwise indicated, all assignments must follow the guidelines below:*

- Cover page (with title, course name, student name, submission date, professor name)
- Font (Times New Roman 12pt)
- Page numbers (bottom centre of page)
- Double-spacing
- Proper citations, including:
  - Footnotes & Bibliography (not in-text references, “works cited”, etc.)
  - Chicago/Turabian style and formatting
- Word count (within ~10% of requested length; penalties apply if over or under)
- File format (Submitted online content must be in Microsoft Word (DOC and DOCX); Corel WordPerfect; HTML; Adobe PostScript; Plain text (TXT); Rich Text Format (RTF); Portable Document Format (PDF); or OpenOffice (ODT) – online material in other formats will not be accepted and will be considered late)

***All assignments should be submitted both in hard-copy and to ACORN ***
Lectures

Jan 6 First Class, Introduction

Jan. 13 To 1500: Pre-Contact & Connectivity; Meet the ‘New’ World
Chapter 15: The Rise of Empires in the Americas (Textbook: 406-432)
*Plus one primary source from each corresponding chapter in Sourcebook

Jan. 20 To 1500: Transforming Europe; Meet the ‘Old’ World
Chapter 16: The Ottoman-Habsburg Struggle (Textbook: 434-464)
Chapter 17: Renaissance, Reformation, and New Science (Textbook: 464-498)
*Plus one primary source from each corresponding chapter in Sourcebook

Jan. 27 1600: Globalised World?
Chapter 20: The Mughal Empire (Textbook: 564-592)
Chapter 21: Regulating the ‘Inner’ and ‘Outer’ Domains (Textbook: 592-622)
*Plus one primary source from each corresponding chapter in Sourcebook

Feb. 3 Revolution! Ideas & Independence
Chapter 22: Nation States and Patterns of Culture (Textbook: 624-656)
Chapter 27: Creoles and Caudillos (Textbook: 772-804)
*Plus one primary source from each corresponding chapter in Sourcebook

Feb. 10 Atlantic World: Slaves & Settlers
Chapter 18: Colonialism & Indigenous Responses (Textbook: 498-532)
Chapter 19: Africa Kingdoms, Atlantic Slave Trade, Black America (Textbook: 532-564)
*Plus one primary source from each corresponding chapter in Sourcebook

Feb. 17 No Class / Reading Break

Feb. 24 Industry & Empire
Chapter 23: Industrialisation and Its Discontents (Textbook: 656-686)
Chapter 26: The New Imperialism (Textbook: 744-772)
*Plus one primary source from each corresponding chapter in Sourcebook

Mar. 3 Modernity & Asia
Chapter 24: Challenge of Modernity: East Asia (Textbook: 686-716)
Chapter 25: Adaptation & Resistance: Ottoman and Russia (Textbook: 716-744)
*Plus one primary source from each corresponding chapter in Sourcebook

Mar. 10 World War I

Mar. 17 Ideologies & Instability (and Insolvency)
*Plus one primary source from each corresponding chapter in Sourcebook

Mar. 24 World War II
No readings . . . but your essays are due!

Mar. 31 Sea Changes: A Brave ‘New’ World
Chapter 29: Reconstruction, Cold War, and Decolonization (Textbook: 842-874)
Chapter 30: Cold War, Social Transformation, Developing World (Textbook: 874-904)
*Plus one primary source from each corresponding chapter in Sourcebook

April 7 Exam Handout / Preparation
GRADE GUIDE

- **A** = Clear and interesting thesis statement supported by well-crafted paragraph structure; no technical errors (i.e. spelling, grammar, style, expressing, citations, etc.); draws on rich source material and engages with the arguments of other historians; deeply and originally addresses assignment questions and objectives. Meets all style and formatting guidelines.

- **B** = Clear thesis statement supported by well-crafted paragraph structure; few technical errors; could be better researched and thought out but still engages well with secondary literature and sources; addresses assignment questions and objectives; Meets most style and formatting guidelines.

- **C** = A somewhat unclear thesis statement that also needs more support from the body paragraphs; multiple technical errors; needs more research and/or clearer indication that research has informed author’s thinking. Attempts to address assignment questions and objectives (but ultimately falls short). Fails to meet some style and formatting guidelines.

- **D** = Thesis statement either not present or needs substantial revision; pervasive technical errors; more research needed and/or research inadequately referenced and cited. Misunderstands or does not address assignment questions and objectives. Fails to meet most style and formatting guidelines.

- **F** = No thesis statement; major technical errors; minimal evidence of research and/or inappropriate scholarly practises. Unresponsive to assignment questions and objectives. Fundamentally ignores style and formatting guidelines.

Grades suffer because ideas are not expressed clearly. Think about your writing. Use short and direct sentences. Bind paragraphs around topic sentences. Follow a clear and logical essay structure. Rely on your own words and analysis. Avoid cutting-and-pasting. Research extensively and methodically. Pay attention to details. Follow instructions!