Winged human-headed bull. Neo-Assyrian Period, Iraq, c. 715 BCE
Louvre Museum, Paris

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Office Hours
Thursday: 6:00 pm - 7:00 pm

Course Description
This course uses a thematic and comparative approach to explore major issues in world history. Students will examine different cultural zones and historical eras, from the inception of the agricultural revolution to the emergence of Europe as a dominant region of the globe. The course also places a strong emphasis upon historical methods, particularly research and writing skills.

This course explores major issues in world history. Students will compare different civilizations, identify similarities and differences in culture, politics, and society. Students should also appreciate change through the historical periods covered, including the development of diverse cultures in the Neolithic Period, the common characteristics of classical traditions in China, India, the Middle East and Rome from the Axial Age, and the centrality of East and West Asian cultures in the Middle Period before the rise of the West.

Readings

**Extra readings will be distributed during classes.**

N.B. This textbook is available in both print and electronic versions. Here is a link to the e-text

Please note that if you opt to use the eText, it is considered a "rental" rather than a purchase, and you will have access to it for a limited time.

**Evaluation**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Group activities/participation</td>
<td>Throughout the term</td>
<td>10%</td>
</tr>
<tr>
<td>Primary Source Analysis (Historical Document)</td>
<td>September 27</td>
<td>15%</td>
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<tr>
<td>Secondary Source Analysis (Peer-Reviewed Article)</td>
<td>October 18</td>
<td>15%</td>
</tr>
<tr>
<td>Research Proposal (Thesis Statement &amp; Outline)</td>
<td>November 8</td>
<td>5%</td>
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<tr>
<td>Research Essay</td>
<td>November 29</td>
<td>20%</td>
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<tr>
<td>Quizzes (worth 5% each; only top two grades count)</td>
<td>October 4</td>
<td>10%</td>
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<td></td>
<td>November 1</td>
<td></td>
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<td></td>
<td>November 22</td>
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<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>25%</td>
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**Description of assignments**

This course has multiple assignments, each designed help students develop different skill sets. For help regarding process, proper use of sources, style, editing and much more, consult Dr. Benzaquén’s *History Writing Guide*: http://www.msvu.ca/en/home/programsdepartments/BA/history/history_writing_guide.aspx. All written assignments should be submitted both in hard-copy and to ACORN unless otherwise stated.

**i. Primary Source Analysis (15%).**

You will read pp. 1-5 of *Sources in Patterns of World History*, a section which explains the concept of the "primary source", covers why historians study primary sources, why they find them to be so valuable, and lists questions that should be asked of all primary sources. (These questions are a bit repetitive; you can use the questions from the PowerPoint instead). Once you are familiar with this section, you should then select a primary source from the list on Acorn for analysis. My advice is for you to choose one that you find interesting and engaging, rather than the shortest, or what appears to be the easiest, etc... Analyse the source by applying the questions found on pp 1-5 (or in the PowerPoint), as well as by applying the questions at the end of the source itself. Your response should be in a short-essay format (that is, you should answer the questions not as a series of point-form answers but as a unified essay, containing an overall thesis statement and evidence drawn from the primary source under analysis). Proper citation is required. Cite the source following the model for a “Chapter of an edited volume originally published elsewhere (as in primary sources)” outlined at
http://www.chicagomanualofstyle.org/tools_citationguide.html. See also the Acadia Library’s Historical Research Guide’s information on Writing & Citing: http://libguides.acadiau.ca/content.php?pid=1254&sid=3373545. You need to sign up for your document. I am limiting the number of students who can do each document, so sign early to get your choice. If you want to explore a document not on the list, you need to bring your document to me to get permission.

Due September 27

ii. Secondary Source Analysis (Peer-Reviewed Article) (15%)

Go to the Acadia Library’s Historical Research Guide (http://libguides.acadiau.ca/content.php?pid=1254&sid=5320) and select the “Journal Articles” tab. Use the databases to find a peer-reviewed journal article that connects to the document you explored in your Primary Source Analysis. Read the article, and then write a 200-word analysis that identifies its topic, argument, and relevance. You should not simply summarise the article. You must assess and evaluate it. Proper citation is required. Cite the source following the model for an “Article in a print journal” or “Article in an online journal” outlined at http://www.chicagomanualofstyle.org/tools_citationguide.html. For help distinguishing peer-reviewed scholarly articles from other forms, watch https://www.youtube.com/watch?v=1Fc7UixWEzc

Due October 18

iii. Research Proposal (Thesis Statement & Outline) (10%)

This assignment’s two components will form the building blocks of your research essay. I recommend using the theme and topic that you explored in the primary source and secondary source analyses. However, if you want, you can choose a new topic at this stage. In this proposal you need:

- **Thesis statement.** This is 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.

- **Essay Outline.** A point-form sketch/skeleton of your paper. Your Essay Outline must list three separate planned paragraphs, each with a distinct theme/topic/region, 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.

Due November 8

iv. Research Essay (20%)

A 1200-word comparative global paper with a strong thesis statement, clear organisation, convincing evidence, appropriate essay structure, and proper citations (footnotes and bibliography). The research has to fall within the course chronology (i.e. global history before 1500). Your paper must use and cite at least 3 primary sources from the textbook, primary sources on Acorn, or a reputable online source (if in doubt, check with the instructor) and 3 secondary sources (peer-reviewed articles or scholarly books). You must build on the topic from your planned essay outline. 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.

Due November 28 (Hardcopy, in class – Also ACORN)
v. Quizzes (10%)
Three short tests worth 5% each. Only your top two results will count toward final grades. Quizzes are not major tests with analytical depth, but should press students to build knowledge of key events, ideas, people, and places. Students up to date on readings and lectures should not find the quizzes difficult.

October 4
November 1
November 22

vi. Final Exam (30%)
The examination, a combination of multiple choice, identification/short answer, and short essay questions, will be set during the Winter Term Final Exam Period. It will cover all material discussed in the course. (I will provide more detailed information related to this assignment in due course.)

Policies
i. Late assignments
The penalty for late submissions is 5% per day, every day without authenticated or documented personal or medical circumstances. Assignments will not be accepted if more than seven days late. Because files can be damaged or questions of authorship arise, be sure to keep your essay notes and rough drafts until after the course has been completed and back-up material on your computer regularly. Computer failure is not an acceptable excuse for lateness or loss of material. It is the responsibility of the student to keep a copy of all work submitted.

ii. Communication
I will endeavour to answer all emails within 24 hours. Expect delays over evenings, weekends, and holidays. 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.

iii. Disability Access
If you are a student with a documented disability who anticipates needing supports or accommodations, please contact Dr. Abu Kamara, Coordinator, Accessible Learning Services at 902-585-1291, abu.kamara@acadiau.ca or Marissa McIsaac, Accessibility Officer at 902-585-1520, disability.access@acadiau.ca. Accessible Learning Services is located in Rhodes Hall.

iv. The writing Center
The Writing Centre offers free help to all students wishing to improve their writing skills. You can sign up online today: To book a one-on-one appointment with a writing tutor, see the following: https://writingcentre.acadiau.ca/writing-tutorials.html

To see which helpful presentations and workshops you might want to attend this year, see the following: https://writingcentre.acadiau.ca/workshops-and-presentations.html

v. 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 (https://library.acadiau.ca/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!!

Lecture schedule (subject to change)
The extra readings will be posted on ACORN.

Sep. 6 First Class, Introduction to Course

Sep. 13 States of Origin I: Middle East & Africa
The African Origins of Humanity (Ch. 1: 2-29)
Agrarian-Urban Centers of the Middle East & Eastern Mediterranean (Ch. 2: 30-59)

Sep. 20 States of Origin II: Asia
Shifting Agrarian Centers in India (Ch.3: 60-83)
Agrarian Centers and the Mandate of Heaven in Ancient China (Ch. 4: 84-109)

Sep. 27 States of Origin III: Americas & Oceania
Origins Apart: The Americas and Oceania (Ch. 5: 110-137)

Oct. 4 Early Empires I: Africa & the Americas
Chiefdoms and Early States in Africa and the Americas (Ch. 6: 138-167)

Oct. 11 Early Empires II: Middle East & Mediterranean
Persia, Greece, and Rome (Ch. 7: 168-199)

Oct. 18 Early Empires III: Asia
Empires and Visionaries in India (Ch. 8: 200-227)
China: Imperial Unification and Perfecting the Moral Order (Ch. 9: 228-253)

Oct. 25 Religious Civilizations I: Middle East & Africa
Islamic Civilization and Byzantium (Ch. 10: 254-287)
Patterns of State Formation in Africa (Ch. 14: 380-405)

Nov. 1 Religious Civilizations III: Asia
Contrasting Patterns in Indian and China (Ch. 12: 322-349)
Religious Civilizations Interacting: Korea, Japan, and Vietnam (Ch. 13: 350-379)
Nov. 8 Religious Civilizations II: Europe
Innovation and Adaptation in the Western Christian World (Ch. 11: 288-321)

Nov. 15 No class

Nov. 22 The Rise of Empires in the Americas, 600–1550 CE (Ch.15: 406-431)