



**Western University**

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**From the Selected Works of Jason Dyck**

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2018

# HIST1701H (World History to 1800)

Jason Dyck

# Department of History Trent University



## HIST 1701H World History to 1800

Fall 2018  
VOIT

### Instructor:

**Instructor:** Jason Dyck  
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**Office:** SIRC 1121  
**Office Hours:** Tuesdays, 1:00PM–2:00PM

### Meeting Times:

**Seminar #1:** Tuesdays, 9:10AM–10:00AM (VOIT – UL 12)  
**Lectures:** Tuesdays, 11:10AM–1:00PM (VOIT – ERC 1094)  
**Seminar #2:** Tuesdays, 2:10PM–3:00PM (VOIT – UB 2050)

### Department:

**Academic Administrative Assistant:** Trisha Pearce  
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### Description:

This course surveys some of the major themes in world history before 1800, a time when peoples of varying cultural and ethnic backgrounds became increasingly interconnected as a result of migration, transoceanic trade, missionary work, imperial expansion, and colonization. These historical processes are analyzed by following ideas, commodities, and movements that fostered cross-cultural interactions in Asia, Africa, Latin America, and the Middle East. By focusing on topics such as empire, religion, slavery, trade, food, disease, and revolution, students are exposed to earlier forms of globalization that continue to influence commerce, communications, and cultural production in our world today.

## Learning Outcomes:

This course has several objectives that deal with world history and the craft of history more generally. Upon completion, you will have gained a general knowledge of the major civilizations, interconnections, and global trends in world history from the origins of humanity to the end of the eighteenth century. You will have also obtained the following set of historical skills:

- Bibliographic knowledge to properly format both footnotes and bibliographies
- Research proficiencies to efficiently locate primary and secondary sources
- Critical reading skills to interpret a wide range of historical documents
- Writing techniques to persuasively communicate an argument about the past
- Oral skills to effectively convey your views to others with clarity and accuracy
- Cultural sensitivity to diverse interpretations and ways of viewing the world

## Texts:

- Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015). [Available at the North Oshawa Campus Store, 2000 Simcoe Street N., Oshawa, Gordon Wiley Building, A Wing, Room A125]
- All other readings and images (whether scans or internet links) are available on Blackboard.

## Readings:

Every week there are two fifty-minute lectures. It is extremely important that you attend weekly lectures and read the assigned reading beforehand. In this course we will be working through Merry E. Wiesner-Hanks's *A Concise History of the World* (2015), which you need to be familiar with for both your major essay and the take-home final exam. The general breakdown of how you should be reading the text is available below, but you can move through it at your own pace. Weekly lectures are accompanied by fifty-minute seminars. You must attend all seminars and you are required to read the assigned readings beforehand. In this course we will be concentrating on primary sources of varying genres, but sections of *A Concise History of the World* have also been assigned to provide you with some context to our weekly themes.

## Legend

- [PS] = Primary Source
- [SS] = Secondary Source
- [Course text] = Book is available for sale at the North Oshawa Campus Store
- [Blackboard] = Reading/image is available on Blackboard (pdf file or web link)

## Week I: Introduction (September 11)

### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 1–30. [Course text]

### Seminar Reading:

- There are no seminar readings for this week because there are no seminars

## Week II: The Spread of Homo Sapiens (September 18)

### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 31–66. [Course text]

### Seminar Reading (The Historian's Toolkit):

- [SS] Dyck, Jason. *Guide to HIST 1701H*, 2018. [Blackboard]

## Week III: Centres of Civilization (September 25)

### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 69–94. [Course text]

### Seminar Reading (Creation Stories: Wrestling with Origins):

- [PS] “A Bilingual Version of the Creation of the World by Marduk.” In *The Babylonian Genesis: The Story of Creation*, ed. Alexander Heidel. 2nd ed. (Chicago: The University of Chicago Press, 1951): 61–63. [[https://oi.uchicago.edu/sites/oi.uchicago.edu/files/uploads/shared/docs/misc\\_genesis.pdf](https://oi.uchicago.edu/sites/oi.uchicago.edu/files/uploads/shared/docs/misc_genesis.pdf)]
- [PS] Genesis 1–2:3 (Revised Standard Version). [<https://www.biblegateway.com/passage/?search=Genesis+1&version=RSV>]
- [PS] “The Book of Knowing the Genesis of the Sun-God.” In *The Mythology of All Races*, ed. Louis Gray (Boston: Marshal Jones Company, 1918): 68–69. [<https://archive.org/stream/mythologyofallra12gray#page/n11>]

## Week IV: Classical Societies (October 2)

### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 94–115, 128–133. [Course text]

### Seminar Reading (Laws: Regulating Society):

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 94–115. [Course text]
- [PS] “The Twelve Tables.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 1:157–161. [Blackboard]
- [PS] “India’s Caste System: The Laws of Manu.” In *World History in Documents: A Comparative Reader*, ed. Peter Stearns (New York: New York University, 2008): 43–44. [Blackboard]
- [PS] “The Law Code of Gortyn (Crete).” In *Ancient History Sourcebook* [<https://sourcebooks.fordham.edu/ancient/450-gortyn.asp>]

## Week V: The Rise of Islam (October 16)

### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 135–156. [Course text]

### Seminar Reading (Religious Texts: In Pursuit of Truth):

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 115–128, 135–141. [Course text]

- [PS] “The Torah: Laws.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 1:64–69. [Blackboard]
- [PS] “The Teaching of Jesus According to the Gospel of Matthew.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 1:183–187. [Blackboard]
- [PS] “The Qu’ran.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 1:228–235. [Blackboard]

### Week VI: Imperial Desires (October 23)

#### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 156–177. [Course text]

#### Seminar Reading (Travel Narratives: “Fact” vs. “Fiction”):

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 172–177. [Course text]
- [PS] Polo, Marco. “The West and the Mongols: Marco Polo.” In *World History in Documents: A Comparative Reader*, ed. Peter Stearns (New York: New York University, 2008): 138–141. [Blackboard]
- [PS] Battuta, Ibn. “The Travels.” In *Perspectives from the Past: Primary Sources in Western Civilizations*, eds. James Brophy, Joshua Cole, John Robertson, Thomas Max Safley, and Carol Symes (New York: W. W. Norton & Company, 2012): 2:10–14. [Blackboard]

### Week VII: Transregional Trade (October 30)

#### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 177–206. [Course text]

#### Seminar Reading (Biographies: Personalizing the Past):

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 198–204. [Course text]
- [PS] Khaldun, Ibn and Reginald of Durham. “Merchants and Trade.” In *World History in Documents: A Comparative Reader*, ed. Peter Stearns (New York: New York University, 2008): 121–127. [Blackboard]
- [PS] Han, Zhang and Wang Daokun. “Commercial Activities.” In *Chinese Civilization: A Sourcebook*, ed. Patricia Buckley Ebrey, 2nd ed. (New York: Free Press, 1993): 213, 216–220. [Blackboard]

### Week VIII: Multiple “Discoveries” (November 6)

#### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 210–218, 233–250. [Course text]

#### Seminar Reading (Letters: Acts of Possession):

- [PS] Columbus, Christopher. “Letter of Columbus Describing the Results of His First Voyage.” In *The Journal of Christopher Columbus*, trans. Cecil Jane (New York: Bonanza Books, 1989): 191–202. [<http://eada.lib.umd.edu/text-entries/columbus-letter-to-santangel/>]
- [PS] Vaz de Caminha, Pero. “The Letter of Pero Vaz de Caminha.” In *Early Brazil: A Documentary Collection to 1700*, ed. Stuart B. Schwartz and trans. Clive Willis and Stuart B. Schwartz (Cambridge: Cambridge University Press, 2010): 1–9. [Blackboard]

### Week IX: Gunpowder Empires (November 13)

#### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 218–232. [Course text]

#### Seminar Reading/Images (Paintings: Visualizing the Past):

- [SS] “The Art of the Mughals before 1600” and “The Art of the Mughals after 1600.” *Heilbrunn Timeline of Art History*  
[[https://www.metmuseum.org/toah/hd/mugh/hd\\_mugh.htm](https://www.metmuseum.org/toah/hd/mugh/hd_mugh.htm) and  
[https://www.metmuseum.org/toah/hd/mugh\\_2/hd\\_mugh\\_2.htm](https://www.metmuseum.org/toah/hd/mugh_2/hd_mugh_2.htm)]
  - [PS] Anonymous, *Chand Bibi Hawking with Attendants in a Landscape* (ca. 1700) [<https://www.metmuseum.org/toah/works-of-art/1999.403/>]
  - [PS] Nidha Mal, *Prince and Ladies in a Garden* (mid-18<sup>th</sup> century) [<https://www.metmuseum.org/toah/works-of-art/2001.302/>]
  - [PS] Payag, *The Goddess Bhairavi Devi with Shiva* (ca. 1630–1635) [<https://www.metmuseum.org/toah/works-of-art/2011.409/>]
  - [PS] Payag, *Shah Jahan on Horseback* (ca. 1630) [<https://www.metmuseum.org/toah/works-of-art/55.121.10.21/>]
  - [PS] Mansur, *Vulture* (ca. 1615–1620) [<https://www.metmuseum.org/toah/works-of-art/55.121.10.12/>]
  - [PS] Bhavanidas, *The Emperor Aurangzeb Carried on a Palanquin* (ca. 1705–1720) [<https://www.metmuseum.org/toah/works-of-art/2003.430/>]
  - [PS] Anonymous, *Preparations for a Hunt* (ca. 1680) [<https://www.metmuseum.org/toah/works-of-art/2005.235a/>]
  - [PS] Nanha, *Portrait of Maharaja Bhim Kanwar* (ca. 1615–1629) [<https://www.metmuseum.org/toah/works-of-art/55.121.10.2/>]
  - [PS] Nanha, *The Emperor Shah Jahan with his Son Dara Shikoh* (ca. 1620) [<https://www.metmuseum.org/toah/works-of-art/55.121.10.36/>]

### Week X: Oceanic Circulations (November 20)

#### Lecture Reading:

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 250–275. [Course text]

#### Seminar Reading (Slave Narratives: Descriptions of Bondage):

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 108–115, 250–254. [Course text]
- [PS] Equiano, Olaudah. “An African Experiences Enslavement.” In *Atlantic Lives: A Comparative Approach to Early America*, ed. Timothy J. Shannon (New York: Pearson, 2004): 68–75. [Blackboard]

- [PS] Oliveira Mendes, Luiz Antonio de. "A Portuguese Doctor Describes the Suffering of Black Slaves in Africa and on the Atlantic Voyage." In *Children of God's Fire: A Documentary History of Black Slavery in Brazil*, ed. Robert Edgar Conrad (Princeton: Princeton University Press, 1994): 15–23. [Blackboard]

### **Week XI: An Age of Reason (November 27)**

#### **Lecture Reading:**

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 275–283, 286–295. [Course text]

#### **Seminar Reading (Declarations: The Language of Rights):**

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 275–283. [Course text]
- [PS] "The Declaration of the Rights of Man and of the Citizen." In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 466–468. [Blackboard]
- [PS] "The American Declaration of Independence." In *The Portable Enlightenment Reader*, ed. Isaac Kramnick (New York: Penguin Books, 1995): 448–452. [Blackboard]
- [PS] "The Haitian Declaration of Independence, January 1, 1804." In *Slave Revolution in the Caribbean 1789–1804: A Brief History with Documents*, eds. Laurent Dubois and John D. Garrigou (Boston: Bedford, 2006): 188–191. [Blackboard]

### **Week XII: Conclusion (December 4)**

#### **Lecture Reading:**

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 366–372. [Course text]

#### **Seminar Reading (The Uses of World History):**

- [SS] Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 366–372. [Course text]
- [SS] Jacobs, Julia. "A.P. World History Tries to Trim Thousands of Years, and Educators Revolt." *The New York Times*, June 21, 2018. [<https://www.nytimes.com/2018/06/21/us/ap-world-history-exam.html>]
- [SS] Martin, Eric Lane. "World History as a Way of Thinking." *World History Connected* 2, no. 2 (2005) [<http://worldhistoryconnected.press.uillinois.edu/2.2/martin.html>]

## **Assessments, Assignments, and Tests:**

### **I. Seminars: The Art of Persuasion**

#### **1. Description and Purpose**

Weekly lectures are accompanied by fifty-minute seminars. You are responsible for the following: (1) viewing and analyzing the assigned images, (2) reading and reflecting upon the required readings, (3) attending weekly seminars, and (4) participating generously with your seminar group. The purpose of seminars is to provide you with the opportunity to practice the age-old art of persuasion. Oral communication is fundamental to historical practice and crucial to any future career path you take.

## 2. Important Details

- **Value:** 20%
- **Times:** Seminar #1 (Tuesdays, 9:10AM–10:00AM); Seminar #2 (2:10PM–3:00PM)
- **Location:** Seminar #1 (UOIT – UL 12); Seminar #2 (UOIT – UB 2050)
- **Resources:** See weekly readings/images

## II. Sources Quiz: Skills for Proper Searching

### 1. Description and Purpose

The first quiz of this course is a sources quiz. You are responsible for learning the difference between primary and secondary sources, the types of scholarly sources available in the library, the distinction between popular and scholarly works, and the criteria for peer-review. The purpose of this quiz is to ensure that you are able to distinguish between the types of sources historians use to write about the past, which is crucial for understanding all forms of historical writings.

## 2. Important Details

- **Value:** 5%
- **Due Date, Time, and Place:** September 25, 2018 (Seminar #3) at the beginning of your seminar time and in your seminar room
- **Resources:** Dyck, Jason. *Guide to HIST 1701H*, 2018. [Blackboard]

## III. Map Quiz: Basic Global Geography

### 1. Description and Purpose

The second quiz of this course is a map quiz. You are responsible for learning the names and locations of the continents and oceans of the world together with a sampling of some of the major global urban centres in the early modern period. The purpose of this quiz is to make sure you have a basic understanding of the regions we will be studying in this course. Not only this, but geography is central to the study of history and fundamental to developing a global view of the past.

## 2. Important Details

- **Value:** 5%
- **Due Date, Time, and Place:** October 2, 2018 (Seminar #4) at the beginning of your seminar time and in your seminar room
- **Resources:** See study tips posted on Blackboard

## IV. Citation Quiz: Giving Credit Where Credit Is Due

### 1. Description and Purpose

The third quiz of this course is a citation quiz. You will be given a book, an essay from an edited volume, and a journal article that you will need to properly cite, both as footnotes and as entries in a bibliography. The purpose of this quiz is to prepare you for your assignments because they all need to be done according to the *Chicago Manual of Style*.

## 2. Important Details

- **Value:** 5%
- **Due Date, Time, and Place:** October 16, 2018 (Seminar #5) at the beginning of your seminar time and in your seminar room



- **Resources:**
  - *The Chicago Manual of Style*. Chicago: The University of Chicago Press, 2010. [Trent Durham – Z253 .C69 2010 (or e-book); North Oshawa Library – Z253 .C47 2010]
  - Dyck, Jason. *Guide to HIST 1701H*, 2018. [Blackboard]

## V. Ethnographic Report: An Exercise in Cultural Relativity

### 1. Description and Purpose

The first assignment of this course is an ethnographic report based upon your own field notes in a shopping centre of your choosing. You need to imagine that you immigrated to Canada from a remote village in Africa, Asia, Latin America, or the Middle East in 2010. After learning English you began to record some of your experiences of Canadian life in a weekly journal. One of your entries deals with your first impressions of a shopping centre in which you described the people and their social interactions. To write this assignment you need to circle the corridors and stores of a given mall in southern Ontario for at least two hours. Spend some time on the benches and in the food court and record some of your observations. The purpose of this assignment is to recognize two elements of cross-cultural encounters: (1) that our understanding of others is filtered through our own cultural lens and (2) that cultural styles and practices are relative in that what may appear normal to us is in fact strange for others. Before writing your paper you should review the **Guide to HIST 1701H** in the “Important Handouts” folder on Blackboard.

### 2. Important Details

- **Value:** 10%
- **Due Date and Time:** October 23, 2018 (before midnight)
- **Medium:** WORD DOCUMENT on Blackboard
- **File Name:** surname\_name\_report\_HIST1701H (e.g. smith\_john\_report\_HIST1701H)
- **Length:** 3 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Resources:** Pen, paper, and a boundless imagination

## VI. Essay: The Columbian Exchange

### 1. Description and Purpose

The second assignment of this course is an essay on what Alfred W. Crosby has called the “Columbian Exchange.” Your task is to read the pertinent sections on this topic in Merry E. Wiesner-Hanks’s *A Concise History of the World* together with two essays on food and disease by Felipe Fernández-Armesto and J. N. Hays. After reading through these works, you are required to search for two peer-reviewed articles using JSTOR and at least one other primary source. Once you have performed all your research, you will write an essay with an argument addressing the following question: How did the Columbian Exchange shape the early modern world? The purpose of this essay is to provide you with an opportunity to exercise your historical imagination and to engage with primary and secondary sources in a critical fashion. Before writing your paper, you should review the **Guide to HIST 1701H** in the “Important Handouts” folder on Blackboard.

### 2. Important Details

- **Value:** 25%

- **Due Date and Time:** November 13, 2018 (before midnight)
- **Medium:** WORD DOCUMENT on Blackboard
- **File Name:** surname\_name\_essay\_HIST1701H (e.g. smith\_john\_essay\_HIST1701H)
- **Length:** 6 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style
- **Resources:**
  - Wiesner-Hanks, Merry E. *A Concise History of the World* (Cambridge: Cambridge University Press, 2015): 210–285. [**Course text**]
  - Fernández-Armesto, Felipe. “Challenging Evolution: Food and Ecological Exchange.” In *Near a Thousand Tables: A History of Food* (New York: The Free Press, 2002): 163–186. [**Blackboard**]
  - Hays, J. N. “New Diseases and Transatlantic Exchanges.” In *The Burdens of Disease: Epidemics and Human Response in Western History*, 2nd ed. (New Brunswick: Rutgers University Press, 2009): 62–78. [**Blackboard**]

## VII. Take-Home Final Exam

### 1. Description and Purpose

The take-home final exam is a series of essays based upon the entire course that will be made available on Blackboard at the last lecture of the term. You should treat a final exam as an opportunity to demonstrate what you have learned in both lectures and seminars. A successful take-home exam should reflect your own personal engagement with the material covered throughout the entire course.

### 2. Important Details

- **Value:** 30%
- **Due Date and Time:** December 11, 2018 (before midnight)
- **Medium:** WORD DOCUMENT on Blackboard
- **File Name:** surname\_givenname\_exam\_HIST1701H (e.g. smith\_john\_exam\_HIST1701H)
- **Length:** 8 pages double-spaced (excluding title page and bibliography)
- **Format:** 12-font, Times New Roman
- **Citation Style:** Chicago Manual of Style
- **Resources:** Lecture and seminar reading, material, document exercises, and images

## Grading:

\*For a more detailed description of how you will be evaluated in this course, see the **Guide to HIST 1701H** posted on Blackboard in the “Important Handouts” folder.

### I. Grading Details for Seminars

Students need to consider the following criteria for their seminar participation:

- Attendance is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar, you should communicate with the instructor **beforehand** and not after the fact.
- Participation in weekly seminars means reading the required readings, viewing the assigned images, and sharing what you have learned with everyone else; it does not

mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion.

- Anyone who fails to attend seminar will be given an **automatic zero** for their participation mark in that specific seminar.

## II. Grading Details for Quizzes

Students ought to be aware of the following when preparing for their three quizzes:

- Attendance is mandatory for all students for every quiz and only proper excuses will be considered acceptable reasons for rescheduling. If you are unable to write any of the quizzes, you should communicate with the instructor **beforehand** and not after the fact.
- Quizzes will be a combination of fill-in-the blanks and short paragraph responses.

## III. Grading Details for Written Assignments

Students' papers (including the take-home final exam) must meet the following criteria:

- A title page with the title of your paper, your name, course code, instructor, and the date.
- An introduction clearly stating the theme of your paper and its general argument.
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar.
- A manageable topic and organized structure.
- An intelligent use of sources and signs of original research.
- A quality of analysis and a general demonstration of effort.
- An informative conclusion concisely summing up your paper.
- A bibliography and footnotes according to the Chicago Manual of Style.
- A format using 12-font and Times New Roman letters on double-spaced pages.
- A page number at the top or bottom of every page (excluding the title page).

## IV. Grading Breakdown

You must hand in all assignments, take all quizzes, and write the take-home final exam to receive a passing grade in this course. Here is a general breakdown of how you will be evaluated:

- Seminars (20%)
- Sources Quiz (5%)
- Map Quiz (5%)
- Citation Quiz (5%)
- Ethnographic Report (10%)
- Essay (25%)
- Take-Home Final Exam (30%)

## Grade Total by Withdrawal Date

If you wish to withdraw from this course without academic penalty, you must do so before November 6, 2018.

## Course Guidelines

### I. Lecture and Seminar Conduct

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

### II. Email Policy

Emails will be checked weekly between Monday and Friday and students should expect a response within 24 hours (excluding weekends). You are strongly encouraged to email the instructor about any questions you may have concerning the course, but every message should include **HIST 1701H** in the subject line or it may be placed into junk mail.

### III. Blackboard

The syllabus, seminar readings, important handouts, internet links, lecture outlines, document exercises, PowerPoint slides, seminar questions, and the take-home final exam will all be available for consultation on Blackboard. It should be noted, however, that weekly lecture outlines and document exercises will only appear on Blackboard the Monday night before lectures and seminars on Tuesday; PowerPoint slides will appear on Blackboard after lectures have finished. You are strongly encouraged to print off these materials and bring them with you to class as guides. The take-home final exam will be made available on Blackboard following the last lecture of the term.

### IV. Late Policy

Assignments handed in late without the instructor's permission will be penalized 5% of the assignment's worth per day after the due date (including weekends). All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. To receive an extension, you need to provide a doctor's note for illnesses and establish a new due date with the instructor.

### V. Intellectual Property

All lectures and course materials are the intellectual property of the instructor. One must acquire written permission to tape, photograph, video-record or digitally reproduce anything from the course. Students requiring accommodations will be granted permission based upon their specific needs in consultation with the instructor.

### VI. Academic Assistance

There are several services available at Trent to help you with essay writing and other matters of academic life. All students are encouraged to familiarize themselves with the Academic Skills Centre, which provides support in areas of essay writing, time management skills, seminar presentations, and exam and test preparation. For more information you can visit their website at <http://www.trentu.ca/academicskills/>. Also useful for students of history is

the *Online History Workbook* available on the Department of History website at <https://www.trentu.ca/history/programs/undergraduate/history-online-workbook>. This workbook provides you with information on essays, documentation, note taking, grammar, seminars, and other important academic matters.

## Schedule:

### Unit I: Early Stages (25,000,000–3,000 BCE)

- **Week I: Introduction (September 11)**
  - Lecture #1: Review of the Course Outline
  - Lecture #2: History as Travel
  - Seminar #1: No Seminar
- **Week II: The Spread of Homo Sapiens (September 18)**
  - Lecture #3: Paleolithic Foraging
  - Lecture #4: The Neolithic Revolution
  - Seminar #2: The Historian's Toolkit

### Unit II: Early Civilizations (3,000–1,000 BCE)

- **Week III: Centres of Civilization (September 25)**
  - Lecture #5: Constructing Cities
  - Lecture #6: Building Empires
  - Seminar #3: Creation Stories: Wrestling with Origins

### Unit III: Classical Period (1000 BCE–500 CE)

- **Week IV: Classical Societies (October 2)**
  - Lecture #7: Ancient India
  - Lecture #8: Ancient Greece
  - Seminar #4: Laws: Regulating Society

### Unit IV: Post-Classical Period (500–1500 CE)

- **Week V: The Rise of Islam (October 16)**
  - Lecture #9: Dar-al-Islam
  - Lecture #10: Sub-Saharan Africa
  - Seminar #5: Religious Texts: In Pursuit of Truth
- **Week VI: Imperial Desires (October 23)**
  - Lecture #11: Amerindian Empires
  - Lecture #12: Mongol Expansion
  - Seminar #6: Travel Narratives: "Fact" vs. "Fiction"
- **Week VII: Transregional Trade (October 30)**
  - Lecture #13: Chinese Dynasties
  - Lecture #14: The Byzantine Empire
  - Seminar #7: Biographies: Personalizing the Past

### Unit V: Early Modern Period (1450–1800 CE)

- **Week VIII: Multiple "Discoveries" (November 6)**
  - Lecture #15: The Columbian Exchange
  - Lecture #16: The Magellan Exchange

- Seminar #8: Letters: Acts of Possession
- **Week IX: Gunpowder Empires (November 13)**
  - Lecture #17: The Ottoman Empire
  - Lecture #18: The Mughal Empire
  - Seminar #9: Paintings: Visualizing the Past
- **Week X: Oceanic Circulations (November 20)**
  - Lecture #19: Transoceanic Slave Trades
  - Lecture #20: Multiethnic Missionaries
  - Seminar #10: Slave Narratives: Descriptions of Bondage

#### **Unit VI: Long Nineteenth Century (1750–1914 CE)**

- **Week XI: An Age of Reason (November 27)**
  - Lecture #21: Race and Classification
  - Lecture #22: Revolution in the Atlantic World
  - Seminar #11: Declarations: The Language of Rights
- **Week XII: Conclusion (December 4)**
  - Lecture #23: Unpacking the Backpack
  - Lecture #24: Review of the Take-Home Final Exam
  - Seminar #12: The Uses of World History

### **University Policies:**

#### **Academic Integrity**

Academic dishonesty, which includes plagiarism and cheating, is an extremely serious academic offence and carries penalties varying from failure on an assignment to expulsion from the University. Definitions, penalties, and procedures for dealing with plagiarism and cheating are set out in Trent University's Academic Integrity Policy. You have a responsibility to educate yourself – unfamiliarity with the policy is not an excuse. You are strongly encouraged to visit Trent's Academic Integrity website to learn more: [www.trentu.ca/academicintegrity](http://www.trentu.ca/academicintegrity).

#### **Access to Instruction**

It is Trent University's intent to create an inclusive learning environment. If a student has a disability and documentation from a regulated health care practitioner and feels that they may need accommodations to succeed in a course, the student should contact the Student Accessibility Services Office (SAS) at the respective campus as soon as possible.