

# **Europe, Empire, and the World**

HIST 1105

Semester I, 2006

School of History and Politics

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Napier 511

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## Getting Started

This course outline is available on MyUni. You may pick up a hard copy at the first lecture. Otherwise, you may pick up a copy outside the History and Politics Office in the Napier Tower, Room 423.

1. Enrol. You should already have done this by now. Reminder: the web site for enrolment is <http://www.adelaide.edu.au/enrol/>. You will need your username and password.
2. Attend the orientation lecture: **Tuesday, 21 February, 1 pm, Union Hall.**
3. **Read this entire course outline before your first tutorial!**
4. Go to **UniBooks** and purchase the textbooks: Bentley, Jerry H., and Herbert F. Ziegler. *Traditions and Encounters: A Global Perspective on the Past*. Vol. II. Third ed. New York: McGraw-Hill, 2006, and Marius, Richard and Page, Melvin E. *A Short Guide to Writing about History*. Fifth Edition. New York: Pearson Longman, 2005.
5. Go to the **Image and Copy Centre**, Level 1 of the Hughes building and purchase the book of readings (the "Course Reader"), entitled *Europe, Empire and the World*.
6. Take the **Library Tutorial**. See page 8 for information on how to do this.
7. Attend your first tutorial **in the first week of normal classes, 27 February-3 March**. For some of your courses you might not have tutorials until the second week, but in this course, you must attend **during the first week**. In this tutorial, you will get acquainted with your tutor (remember your tutor's name!) and your fellow students. Your tutor will explain the organisation of the course and answer any questions you have about it.
8. You may NOT switch tutorials without authorization from your tutor or the course coordinator. If, having obtained consent, you do switch tutorials, you **MUST** enrol in your new tutorial online.
9. If you are a late enrollee and missed the preliminary lecture and the first week of tutorials, sign up for a tutorial and arrange to see your tutor. We refuse to take late enrolments after 14 March—this is Faculty policy, so we can make no exceptions.
10. If you follow all the instructions on this page and still have a problem, contact the course coordinator at [andre.lambelet@adelaide.edu.au](mailto:andre.lambelet@adelaide.edu.au).

## Course Description and Aims

This course will introduce you to world history from approximately 1450 to the eve of the Great War. While the course's scope is global, its focus is on Europe. In this period, Europe explored and conquered new worlds: new worlds of religion, art, science, politics, production, and consumption, as well as the "New World" of the Americas, and large parts of Africa and Asia. We will examine the wrenching effect these explorations had on Europe and on the world. Alongside the momentous, we will consider the mundane: changes in daily lives of ordinary people. We will study the interaction between high culture and low culture, and examine ways in which ordinary men and women shaped and responded to the emerging modern world.

The course provides a general introduction to global history for students enrolled in the degree of Bachelor of International Studies. It also prepares students for the wide variety of more specialized courses in British, European, American, Australian and Asian history offered at Level II, III and IV (Honours). The course is designed to complement 'The Twentieth Century: A World in Turmoil' the Department's Semester Two course at Level One (HIST 1106).

The goal of the course is to provide students with a university-level introduction to European history. Students who successfully complete the course will develop their skills as writers and historians. They will learn to evaluate historical evidence, analyse historical problems, and make coherent arguments, both orally and in writing.

# Basics

## Expectations

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We expect that you will attend lectures and tutorials, prepare for tutorials by reading and thinking, participate in discussion, and turn in work on time. A normal load for first-year students is four courses; you should thus expect to spend one-quarter of your study time, or an average of nine hours a week, on this course. (Some weeks you may spend less time, others considerably more.)

This is a university course, and we expect your writing to meet the standards for university writing. This means, at a *minimum*:

- Papers for this course must be written in formal, standard English.
- Your writing must be free of major grammatical errors, such as inconsistent verb tenses, unclear pronoun references, and misplaced modifiers.
- You must punctuate properly.
- Your sentences must be clear, concise, and complete.
- Your word choices must be appropriate. (If you are not certain of a word's precise meaning, look it up in a good dictionary before handing in your paper.)
- Papers should be free of spelling errors.

Papers that do not meet these minimum standards may be returned to you for correction and resubmission, and will be marked down.

This does not mean that you are on your own. Your tutor will give you guidance in tutorials, and we have assigned a text, Richard Marius and Melvin Page's *A Short Guide to Writing about History*, to help demystify the process of writing a history essay.

You can expect your lecturers and tutors to take an active interest in the course and in your work. If you have questions about any aspect of the course, please do not hesitate to ask your tutor, the relevant lecturer, or the course coordinator.

Your written work will be returned to you as quickly as possible. (Do keep in mind that your tutor has a great many papers to mark, though.) If you have questions about the assessment of your work, again do not hesitate to ask.

## Required Textbooks

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Bentley, Jerry H. and Ziegler, Herbert F. *Traditions and Encounters: A Global Perspective on the Past*, Vol. II: *From 1500 to the Present*. Third Edition. New York: McGraw-Hill, 2006.

Marius, Richard and Page, Melvin E. *A Short Guide to Writing about History*. Fifth Edition. New York: Pearson Longman, 2005.

Both of these are available at **UniBooks**.

A course reader, entitled "Europe, Empire, and the World," will be available from the **Image and Copy Centre**, Level 1 of the Hughes building.

## Lectures

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Tuesdays and Thursdays: 1:10 pm in G02 Union Hall Lecture Theatre.

## Tutorials

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Once a week for approximately 50 minutes, **beginning in Week One**.

## Assessment

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<b>Tutorial attendance and participation</b>	20%
<b>Quizzes (in tutorials 6 and 12)</b>	10%
<b>Short Essay</b> (1000 words)	25%
<b>Bibliography</b>	5%
<b>Long Essay</b> (2500 words)	40%

## Learning and Disability Consideration Statement

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We want to make this course as accessible as possible. If you have a disability you believe will affect your study, please let the coordinator know *as soon as possible* after enrolment.

You may need to undertake a *Learning and Assessment Agreement*. It is your responsibility to inform both tutors and coordinators if special arrangements must be made.

For general information on Learning and Disability matters, contact the Disability Liaison Officer (Ph 83035962) and/or the Learning and Disability Access information site:

<http://www.adelaide.edu.au/services/disability/>

# Learning Resources

## Writing and Studying at University

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The **Centre for Learning and Professional Development** (Level 2, Schulz Building) offers a number of services to University of Adelaide students. These include workshops (their brochure are accessible at [http://www.adelaide.edu.au/clpd/LLS/download/LLS\\_workshops.pdf](http://www.adelaide.edu.au/clpd/LLS/download/LLS_workshops.pdf)), a daily helpdesk, and a series of guides on such topics as plagiarism, editing, and exam preparation. Consult their web site at <http://www.adelaide.edu.au/clpd/students/>.

## Information Technology Skills

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IT skills are increasingly expected in your work for some courses and may form an important part of your final assessment. The Faculty of Humanities and Social Sciences expects that all students will have at least minimum-level skills to complete courses. These include the use of Word and the ability to undertake bibliographic searching using the Barr Smith Library catalogue, to use appropriate search engines on the Internet, and to save data and files to the university servers.

You will find more information about the services offered by Information Technology Services (ITS) and the specifics of the IT environment at the University of Adelaide detailed in a Welcome Course on MyUni.

## MyUni

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You can access MyUni by going to <http://myuni.adelaide.edu.au> and logging into the system with your username (a1234567) and your password. The Welcome Course is available from the Community tab once you have logged on. The Welcome Course also includes links to online tutorials for the Microsoft programs Word, Excel, PowerPoint and Access.

If you have any questions about courses on MyUni or you need help using a computer or IT equipment, you should call the MyUni helpdesk on 8303 3335 or email them at [myuni.help@adelaide.edu.au](mailto:myuni.help@adelaide.edu.au)

This course makes the following use of MyUni:

- Insofar as possible, lecture outlines will be posted online. (These lecture outlines are *not* a substitute for the lectures themselves; students are expected to attend lectures and to take notes themselves.)
- Supplementary materials (for instance, colour maps for tutorial 2) will be posted online,
- Important course announcements will be posted online.
- Practice quizzes covering the readings in the textbook will be accessible online.
- Paper topics for the major essay will be posted online
- Links to additional readings may be posted online from time to time.

## The Library

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You should explore the library as soon as possible. It is a rich and rewarding source of information, and the library staff are helpful and well-informed. The library hosts a number of excellent web pages, including pages dedicated to history. The most general of these can be found at <http://www.adelaide.edu.au/library/guide/hum/history/> ; another web site, <http://www.adelaide.edu.au/library/guide/hum/history/E&W.html>, has information geared

specifically toward this course. When you need help finding reference works, journal articles, bibliographic information, or other material related to this course, turn to this web site first.

### Tutorials

To do well at university, you must develop the skills to find information. You will need to use these skills when you write papers. The Library Tutorial for Humanities and Social Sciences will help you gain confidence in using the resources of the Library. **Lecturers, tutors, and library staff will all assume that you have done the tutorial.** Further assistance is always available at the Library, but library staff may suggest that as a first step you look again at the tutorial.

### How to do the tutorial

The tutorial is web-based. You may access it at <http://www.adelaide.edu.au/library/guide/hum/tutorial/tutindex.html>.

*The earlier you do this tutorial, the better.*

# A Guide to Reading

Reading is a vital part of your university education. It is not a passive activity. In the history courses you take, you will be expected to understand and assimilate the material in the assigned reading. You may find it more difficult than the reading you have done before because you will be asked to master the material in a comprehensive and sophisticated way. You will be asked to discuss the reading in your tutorials, be examined on the reading in quizzes, and be required to make full use of assigned materials in your essays. What follows are some pointers about reading at the university level.

## **Secondary sources: the textbook**

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You are, no doubt, accustomed to using textbooks. Nevertheless, you should keep in mind that a textbook is a peculiar kind of book, and that a history textbook provides a peculiar kind of history. While most history textbooks are written by historians, most historians do not write textbooks—at least the kind you find in a course like this.

A textbook is designed to be clear and easy to understand. It is also designed to expose you to a range of arguments and points of view. You may want the author(s) to express a definite point of view, to take a clear position, to say straight out that such-and-such is good and such-and-such is bad. A good textbook may disappoint you at first, because part of a textbook's function is to expose you to a variety of arguments and interpretations rather than to take sides. But it will reward you if you use it in a discriminating way.

A history textbook is designed to give you lots of information in one place. That means that a textbook for a course that covers more than 400 years in a semester, as ours does, will necessarily compress information—sometimes to the point of absurdity. (For instance, our textbook devotes roughly two pages each to the American Revolution, the French Revolution, and the reign of Napoleon.)

On the other hand, you may find that the textbook overwhelms you with information. You may find that you are confronted with a plethora of new people, places, events, and processes. Trying to remember them may seem crushingly difficult.

A textbook, then, is a limited and often frustrating tool. Nevertheless, reading your textbook and gaining a mastery of the material it presents are crucial parts of your work in this course. Lecturers will assume that you have read it, and will thus assume that their lectures can be more sophisticated and more intellectually challenging because they will assume you have the background knowledge to follow their arguments.

So: how do you read a textbook? You should read it as a kind of framework for your studies. You should make note of the people, places, and events the textbook mentions. Learning these things is akin to learning vocabulary when you study a language. Without these, even the most insightful person cannot construct a decent historical argument; nor, for that matter, can such a person fully appreciate an historical argument. Furthermore, you are responsible for the material in the textbook, and will be tested on your knowledge of this material.

You should also pay attention to the “big picture” the textbook is attempting to paint. Although they try to present a balanced view of their subject, textbooks have a point of view. This point of view may be implicit, rather than explicit, but it is always there. A textbook on world history may contain a number of implicit assumptions. The first of these, of course, is that world history can be studied. This, in turn, assumes that historical processes can be understood in a variety of situations. The textbook is comparative; you should seek to make contrasts and comparisons among the cultures and the periods you study.

The textbook serves as a point of departure; it should not be the endpoint of your studies. To gain a deeper understanding of our subject, you must go further. The textbook can help you with this, as well. Each chapter of the textbook contains a section called “For Further

Reading,” which is a bibliography of important works on the subject. The library has many of these works in its collection. To get the maximum benefit from your university education, you should take it upon yourself to explore these resources yourself.

## **Secondary sources: specialized works**

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In addition to textbooks, you will be asked to read articles and excerpts from academic books. In contrast to textbooks, these tend to be focused on narrower topics. They are often directed at a specialized audience, and may assume either that the reader is already knowledgeable in the field, or that the reader is willing to look up things that he or she does not know. Books and journal articles may mention vocabulary, names, dates, and places you are not familiar with. It is difficult to follow an argument if you do not know who or what is being discussed. When you come across words or ideas you do not already know, you must take the time to look them up. You may find this process slow going at first, but it is worth the trouble.

You should feel free to criticize the works you read, and to point out their weaknesses and deficiencies. You should remember, though, that works are assigned for a purpose; someone thinks that the pieces you are assigned are worth reading. Read generously: ask not only what the problems with a work might be, but ask also what the virtues of that work are.

When you read a secondary source, you should keep in mind that reading is an active process. Reading an academic source is not the same as reading for pleasure (although you may occasionally find that you do get pleasure from reading such a source). While textbook writers seek to expose their readers to a range of arguments and points of view, writers of specialized works may want to present a more focused argument. When you read such a work, you should ask a number of questions:

- Who wrote it?
- When was it written?
- What does the work say?
- What questions is it attempting to answer?
- What is the author’s argument? What are the argument’s strengths and weaknesses?
- What kinds of evidence does the author provide for her or his argument? What kinds of sources does the author use?
- To what kinds of historical arguments is the author responding?

To understand a work, pay careful attention to the clues the author gives you:

- Read (and decipher) the title. What does it tell you about the piece you are reading?
- If the piece is a book, read the introduction and conclusion of the book; if the piece is an article or a chapter, read the first and last paragraphs. These should help you figure out what the piece’s argument is. Ask yourself what the thesis of the piece is.
- Read the entire work. Try to decide which parts or passages are most important. If you own the work, make notes in the margins next to important or interesting parts. (Do **not** do this in library books!)
- Write down your responses to the work in a notebook. Think of note-taking as a way of organizing your thoughts. You need not write down everything; instead, jot down notes about interesting ideas, problems in the argument, or surprising aspects of the piece.

- Re-read the work. You will find that a second (and often, a third and fourth) reading greatly improve your understanding.
- Finally, summarise the author's argument in a few lines. If you can complete a sentence beginning 'The author of this book/articles argues that . . .', you have read intelligently and productively.

## Primary sources

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Primary sources are the stuff of which history is made. They are the direct evidence historians use to construct their arguments about the past. Unlike secondary sources, though, primary sources often will not provide much context. You, as a reader, must supply that context. You must try to situate the source you are reading in its historical time and place, and you must decide, based both on the primary source and your other knowledge, what you should make of your source.

Primary sources are often the records left by eyewitnesses. We always prefer first-hand to second-hand accounts. But does that mean they are invariably trustworthy? Do eyewitnesses always tell the truth? Are they always impartial? Should we believe everything our primary sources tell us? If not, what principles should we adopt to decide what we can use from a primary source, and what we should not?

To understand and thus use primary sources, you should ask the following questions whenever you read one:

- Who wrote it?
- When was it written?
- What is its historical context?
- What does it say?
- What does it *not* say?
- Why was it written?
- Who is the intended audience for the source?
- Did the source achieve its author's purpose?
- What does the source indicate about its author's political/economic/social/cultural perspective?
- Is the source reliable?
- Is the source typical, or is it exceptional?
- How can or should an historian use this document to understand the past?

You will find that many of these questions cannot be answered by reading the primary source alone. You may have to refer to secondary sources to fully understand the primary source. This investigation is part and parcel of the historian's investigative process.

## Lectures

Lectures are an integral part of this course. They are a vital complement to (but not a substitute for) the readings in the textbooks and in the reading brick. Lectures will provide you with a variety of perspectives on the historical problems you will confront during the course. To get the most from lectures, you should **read the assigned reading in the textbook before lecture**.

You will be responsible for material covered in the lectures, and **will be quizzed** on this material in tutorials six and twelve.

Lectures are Tuesdays and Thursdays, 1:10 pm in Union Hall (located in the lower-level of the campus, immediately east of the Barr-Smith Lawn). They last about 50 minutes.

Please remember to be courteous to your fellow students and to your lecturers: arrive on time, do not chat during lecture, and remain for the duration of the lecture. If you have a mobile phone, please be sure to **switch it off** before lecture.

## Assessment of written work

- Essays must be turned in *on time*; late papers will be penalized three percentage points every day they are late. (This includes weekends and holidays.) To obtain an extension for reasons of health or compassion you must submit a written request to your tutor explaining why the extension is necessary and stipulating the amount of extra time you need. Documentation such as a doctor's certificate must accompany the written request. Your tutor may accept or reject your application or give you less time than requested. Your tutor has the final say in the matter.
- Written assignments must include a signed departmental cover sheet acknowledging the University's policy on plagiarism. Written assignments turned in without a signed cover sheet may be refused.
- General Grading Scheme: Pass=50-64%; Credit=65-74%; Distinction =75-84%; High Distinction=85+%. (Detailed criteria may be found at page 34.)

A **minor essay** of 1,000 words is due at 12.00 noon on Monday, 24 April; it counts for 30% of the final mark.

A **bibliography** is due on Friday, 19 May, at 12.00 noon; it counts for 5% of the final mark.

A **major essay** of 2500 words is due at 12.00 noon on Friday, 9 June; it counts for 40% of the final mark.

**N.B.: No final grade in the course will be given to students who do not complete ALL of the assigned work, including tutorial participation and the assigned written work.**

**No work will be accepted in lieu of tutorial attendance and participation.**

**Assessments of written work will be made with the assumption that you have carefully read "Notes on Departmental Policy" (p. 35), the "Statement on Plagiarism" (p. 36) in this Course Outline, and the assigned chapters in Richard Marius and Melvin E. Page's *A Short Guide to Writing About History* (required text for this course). If you have any questions about plagiarism or academic integrity, ask them *before* you turn in your written work.**

## Lecture Schedule

Week	Date	Lectures	Textbook reading
1	February 28	The Course: An Overview / Europe, Asia, Africa, Americas	Chapter 22 of BZ, (this is in the CR!)
	March 2	No Moral There: What Historians Do	
2	March 7	Europe: The Idea	Chapter 23: “Transoceanic Encounters and Global Connections”
	March 9	The Expansion of Europe	
3	March 14	The Renaissance - Cultural history and borrowing from others	Chapter 24, “The Transformation of Europe”
	March 16	The Reformation and Social Change	
4	March 21	Science and Sorcery	Review Chapter 24.
	March 23	Enlightenment: development of new world views	
5	March 28	American Empires	Chapter 25, “The New Worlds: The Americas and Oceania”
	March 30	European Empires in the Americas	
6	April 4	Africa and Slavery	Chapter 26, “Africa and the Atlantic World”
	April 6	Revolutions and National States I	Chapter 29, “Revolutions and National States in the Atlantic World”
	April 11, 13	NO LECTURE: BREAK	
	April 18, 20	NO LECTURE: BREAK	
7	April 25	Anzac Day—No lecture	
	April 27	Revolutions and National States II	
8	May 2	Industrial Societies I	Chapter 30, “The Making of Industrial Society”
	May 4	Industrial Societies II	
9	May 9	Nineteenth-century United States	Chapter 31, “The Americas in the Age of Independence”
	May 11	Latin American: Liberation and Subjugation	
10	May 16	Tottering Empires: Russia and the Ottoman Empire	Chapter 32, “Societies at Crossroads”
	May 18	East meets West: China and Japan	
11	May 23	The New Imperialism I	Chapter 33, “The Building of Global Empires”

	May 25	The New Imperialism II	
12	May 30	Technology	
	June 1	A world on the brink	

# Tutorials

Tutorials meet for 50 minutes each week during the semester, beginning in week one. Tutorial groups are usually made up of between 15 and 20 people. Tutorials are your chance to explain and discuss the ideas you have encountered in lectures and your week's reading.

You should come to tutorials prepared to contribute to the discussion. This means that you must have read and thought about the assigned reading; it also means that you should have formulated questions about the material you have read. (It is good practice to **write these questions down** and **bring them to tutorial**.)

Your tutor's role is to facilitate discussion and to act as a guide when necessary. Your responsibility is to be prepared to engage in serious discussion of the materials. Tutorials work best for everyone when students are active and informed.

You will be required to give **two short presentations** (approximately four or five minutes) during the semester. These should be present an overview of the week's topic, and a discussion of one or two articles on the topic drawn from recent (past fifteen or twenty years at most) scholarly journals. Your tutor will explain how to find relevant and interesting articles in the first session.

You will also have **two quizzes** based on the **textbook reading** and on **lectures**. These tests will be taken and marked during weeks 6 and 12 of the semester.

In addition to the reading you must do in the textbook and in the course reader, you must read the assigned chapters of *A Short Guide to Writing about History*. Your tutor may assign exercises related these chapters. In any case, you are responsible for knowing this material.

**Please Note:** Attendance at tutorials is **compulsory**. Absence from more than one tutorial (without a doctor's certificate) will lose you marks in the overall course assessment. **Failure to attend tutorials may also lead to your preclusion from the course.**

## Tutorial Schedule and Assignments

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Specific readings are assigned for each tutorial. Note, though, that the material assigned is *just a beginning*—if you wish to learn more about a topic, please consult the recommended reading lists at the end of each textbook chapter, lecturers, your tutor, or the course coordinator.

Reading assignments are from the following sources:

Bentley, Jerry H. and Ziegler, Herbert F. *Traditions and Encounters: A Global Perspective on the Past*, Vol. II: *From 1500 to the Present*. Third Edition. New York: McGraw-Hill, 2006.

**(BZ)**

Marius, Richard and Page, Melvin E. *A Short Guide to Writing about History*. Fifth Edition. New York: Pearson Longman, 2005. **(MP)**

Course Reader for "Europe, Empire, and the World," **(CR)**

The first two are available at UniBooks; the course reader is available from the Image and Copy Centre, Level 1 of the Hughes building.

The questions for the tutorials are there to stimulate thought. They are not exhaustive, and while you should certainly think about how you would answer them, you should also bring your own questions to tutorial.

## Tutorial 1: Organization

### Preparation for tutorial:

Read the whole Course Outline. Pay special attention to sections on course requirements, on reading, and on writing.

### In tutorial:

This will be your first meeting with your tutor and your first opportunity to meet with the other students in this tutorial group. Your tutor will go through the Course Outline with you. She or he will explain the program for the semester, outline the work required of you, and answer your questions. Your tutor will also go over the section of this guide entitled "A Guide to Reading."

**You will sign up for tutorial presentations.** You will also complete an identification sheet, which you will return at the end of the session.

## Tutorial 2: Reading Evidence

In this tutorial, we will examine a number of historical artefacts, including a letter discovered in the State Archives of New South Wales and several maps. Our goal is to think about the nature of historical evidence and examine sources and artefacts critically and imaginatively.

### Prerequisite lectures:

“The Course: An Overview”

“No Moral There: What Historians Do”

### Read:

**MP:** Chapter 1, “Writing and History”

**CR:** Chapter 22 of **BZ**, “Long-distance trade and travel” (n.b.: this is in the **CR!**)

**CR:** “Letter to Mr. Davies”

### Study:

**CR:** Maps: Al-Idrisi’s World Map (1456); World Map from Ptolemy, *Geographia* (1490); Ortelius Map (1587); Geography Bewitched! (1794); Map of the Marvelous Land of Oz

You will be expected to have examined and thought about these maps before coming to tutorial.

### Questions for discussion:

The “Letter to Mr. Davies” is a piece of evidence. To what kind of history do you think this artefact might contribute? Be prepared to give specific answers.

What does the letter reveal about its author’s attitude toward history? What does he think history is?

How does the author’s vision of history compare with your own?

What is each map’s purpose?

Why was each map made?

### Group activity:

We will break into small groups to discuss the nature of artefacts from the reader (the maps and the letter), and artefacts your tutor may bring to the tutorial. Each group will focus on one artefact. Each group will try to explain to the tutorial how its artefact might be useful to an historian.

## Tutorial 3: Europe and the World

### Prerequisite lectures:

“Europe: The Idea”

“The Expansion of Europe”

### Read:

**BZ:** Chapter 23: “Transoceanic Encounters and Global Connections”

**MP:** Chapter 2: “Thinking About History”

**CR:** Azurara, Gomes Eannes de. *The Chronicle of the Discovery and Conquest of Guinea*. Translated by C. Raymond Beazley and Edgar Prestage. Vol. 95, *Works Issued by the Hakluyt Society*. London: Printed for the Hakluyt Society, 1896, 1-7, 15-21, 27-28.

**CR:** Sanders, James E. "Creating the Early Atlantic World." *Renaissance Quarterly* 56, no. 1 (2003): 138-49. (Read this **after** reading Azurara!)

### Discussion questions:

Why were Western Europeans able to launch major voyages of discovery, and establish global trade and colonial empires between the fifteenth and seventeenth centuries?

What different kinds of explanation would you offer? Are they all equally convincing? Did the explanations differ from country to country? Did they change over time? (Is there such a thing as a “European” voyage of discovery, or should we think of Portuguese, Castilian, English, Dutch, or French voyages?)

What does Azurara’s account suggest about the motives of European explorers and conquerors?

How useful is Azurara’s account to historians? What can it be used for?

How (if at all) does James Sanders’ article change your view of Azurara’s *Chronicle*?

## Tutorial 4: Renaissance and Reformation

### Prerequisite lectures:

The Renaissance - Cultural history and borrowing from others

The Reformation and Social Change

### Read:

**BZ:** Chapter 24, "The Transformation of Europe"

**CR:** Vergerius, Petrus Paulus. "The New Education." In *Vittorino da Feltre and other Humanist Educators*, translated by W. H. Woodward, 102-110. Cambridge: Cambridge University Press, 1912.

**CR:** Bruni, Leonardo. "Concerning the Study of Literature: A Letter Addressed to the Illustrious lady, Baptista Malatesta." In *Vittorino da Feltre and Other Humanist Educators*, translated by W. H. Woodward, 119-133. Cambridge: Cambridge University Press, 1912.

**CR:** Luther, Martin. "To the Christian Nobility of the German Nation Concerning the Reform of the Christian Estate." In *Luther: Selected Political Writings*, edited by J. M. Porter, 37-49. Philadelphia: Fortress Press, 1974.

**CR:** Calvin, John. "On Predestination." In *The Library of Original Sources, Vol. V: 9th to 16th Centuries*, edited by Oliver J. Thatcher, 141-150. Milwaukee: University Research Extension Co, 1907. (Esp. parts I-III)

**CR:** Loyola, Saint Ignatius of. "Rules." In *The Spiritual Exercises of St. Ignatius of Loyola*. New York: P.J. Kennedy and Sons, 1914.

**MP:** Chapter 3, "Modes of Historical Writing"

### Discussion questions:

What is the connection between the Renaissance and the Reformation? Between Renaissance humanism and Christian learning?

What is the goal of education? (Different sources will provide dramatically different answers.)

What, for each of these authors, is the point of human existence?

We tend to think of politics and religion as separate spheres. Do Luther and Calvin? Why or why not?

How might this week's primary sources help us understand the fragmentation of traditional authority in Europe?

## Tutorial 5: Science, Sorcery, and Enlightenment

### Prerequisite lectures:

Science and Sorcery

Enlightenment: development of new world views

### Read:

**CR:** Innocent VIII. "Bull *Summis desiderantes*." In *Translations and Reprints from the Original Sources of European history*. Vol. III, 7-10. Philadelphia: University of Pennsylvania Press, 1897?-1907?

**CR:** Kramer, Heinrich, and Jacob Sprenger. "Extracts from *The Hammer of Witches* [Malleus maleficarum], 1486." In *Translations and Reprints from the Original Sources of European history*. Vol. III, 10-13. Philadelphia: University of Pennsylvania Press, 1897?-1907?

**CR:** Nider, Johannes. "The Anthill." In *Translations and Reprints from the Original Sources of European history*. Vol. III, 6-7. Philadelphia: University of Pennsylvania Press, 1897?-1907?

**CR:** Galilei, Galileo. "Letter to the Grand Duchess Christina." In *Discoveries and opinions of Galileo: including The starry messenger (1610), Letter to the Grand Duchess Christina (1615), and excerpts from Letters on sunspots (1613), The assayer (1623)*, translated by Stillman Drake, 175-216. New York: Anchor Books, 1990.

**MP:** Chapter 7: "Writing Conventions and Style"

### Discussion questions:

Why do you think witchcraft was so feared?

How did the authors of the anti-witchcraft documents seek to convince to persuade skeptics?

How did Galileo seek to convince skeptics?

What is the difference between witchcraft and mere superstition?

What distinctions does Galileo draw between the study of physical science and theology?

What is Galileo's view of the Bible? Of Church authority?

Why might Galileo's views upset the Church? (Do you think Galileo's views threatened the Church's claim to authority? Why or why not?)

Are science and religion inherently in conflict?

## Tutorial 6: Empires in the Americas

### Prerequisite lectures

#### American Empires

European Empires in the Americas

### Read:

**BZ:** Chapter 25, "The New Worlds: The Americas and Oceania"

**CR:** Columbus, Christopher. "Letter to the King and Queen of Spain." (1494?).

**CR:** Cortés, Hernan. "Excerpts from Second Letter to Charles V, 1520." In *The Library of Original Sources*, Vol. V: *9th to 16th Centuries*, edited by Oliver J. Thatcher, 317-326. Milwaukee: University Research Extension Co, 1907.

**CR:** Sepúlveda, Juan Gines de. "Sepúlveda on the justice of conquest." In *New Iberian World: A Documentary History of the Discovery and Settlement of Latin America to the Early 17th Century*, Vol. 1: *The Conquerors and the Conquered*, edited by John H. Parry and Robert G. Keith, 323-327. New York: Times Books, 1984.

**CR:** Las Casas, Bartolomé. "Las Casas on the justice of conquest." In *New Iberian World: A Documentary History of the Discovery and Settlement of Latin America to the Early 17th Century*, Vol. 1: *The Conquerors and the Conquered*, edited by John H. Parry and Robert G. Keith, 327-332. New York: Times Books, 1984.

**CR:** "The New Laws of the Indies, 1542." In *The New Laws of the Indies*, edited by Henry Stevens, iii-xvii, passim. London: The Chiswick Press, 1893.

**CR:** Leon-Portilla, Leon. "The Siege of Tenochtitlan." In *The Broken Spears: The Aztec Account of the conquest of Mexico*, translated by Angel Maria Garibay K. and Lysander Kemp, 91-114. Expanded and updated edition ed. Boston: Beacon Press.

**MP:** Chapter 8: Documenting Sources.

### Discussion questions

What motives do you ascribe to the conquerors? What did they want? What did the Aztecs think they wanted?

How do Sepúlveda's ideas justify European imperialism? What, according to Las Casas, are the limitations on European behavior? What sources do the two authors draw upon?

How do you reconcile the various viewpoints on the Conquest expressed in these documents?

How do you explain the conquest of huge American empires by very small groups of Europeans?

## Tutorial 7: Africa and Slavery

### Prerequisite lectures

African history - difficulties and dilemmas?

### Read:

**BZ:** Chapter 26, "Africa and the Atlantic World"

**BZ:** Chapter 28, "The Islamic Empires" (optional, but recommended)

**CR:** Equiano, Olaudah. "The early travels of Olaudah Equiano." In *Africa Remembered: Narratives by West Africans from the era of the slave trade*, edited by Philip D. Curtin, 60-98. Madison: University of Wisconsin Press, 1968.

### Discussion questions:

What do you think the purpose of Equiano's narrative might be?

Equiano suggests that, as an Africa, he is "a particular favourite of Heaven." Why does he make this claim?

How much of this narrative is direct evidence? How much is "hearsay"? What difference does this make?

How does Equiano's account help you understand the consequences of modern slavery?

## Tutorial 8: Revolutions and National States

### Prerequisite lectures

Revolutions and National States I

Revolutions and National States II

### Read:

**BZ:** Chapter 29, "Revolutions and National States in the Atlantic World"

(Review Chapter 24, "The Transformation of Europe")

**BZ:** "Declaration of the Rights of Man and the Citizen" (p. 789)

**BZ:** "Declaration of the Rights of Woman and the Female Citizen" (p. 804)

**CR:** Voltaire. "Treatise on Toleration." In *Reading About the World*, vol. 2, edited by Paul Briens. 3rd ed.: Harbrace Custom Publishing, 1999.

**CR:** Rousseau, Jean-Jacques. Excerpts from *The Social Contract*.

**CR:** Kant, Immanuel. "What Is Enlightenment" (1784)

**CR:** "Salon Women"

**CR:** Wollstonecraft, Mary. *A Vindication of the Rights of Women*. Harmondsworth: Penguin, 1992, 175-194.

### Discussion questions

Why might the "Declaration of the Rights of Man and the Citizen" be thought of as revolutionary? In what sense might it have posed a threat to regimes other than the Bourbon regime in France?

Why do you think Olympe de Gouges' "Declaration" might have seemed threatening to (male) French revolutionaries?

Do you think the Revolution was a child of the Enlightenment? Why or why not? (Think of specific evidence for and against.)

How do you explain the apparent rise in feelings of national solidarity during the era of the French Revolution? Why do people begin to think of themselves as "French" or "German" or "Italian" (rather than Catholic or Protestant or peasant or noble)?

What place did women have in the Enlightenment and the Revolution?

## Tutorial 9: Workers of the World, Unite?

### Prerequisite lectures

Industrial Societies I

Industrial Societies II

### Read:

**BZ:** Chapter 30, "The Making of Industrial Society"

**CR:** Marx, Karl and Friedrich Engels. *Manifesto of the Communist Party*. Abridged from the English edition of 1888, edited by Friedrich Engels.

**CR:** "Lucy Luck, straw-plait worker." In *The annals of labour: autobiographies of British working-class people, 1820-1920*, edited by John Burnett, 67-77. Bloomington: Indiana University Press, 1974.

**CR:** "Bromme, Moritz. "Moritz Bromme, Woodworker and Metalwork." In *The German worker: working-class autobiographies from the age of industrialization*, edited by Alfred Kelly, 230-251. Berkeley: University of California Press, 1987.

### Discussion questions:

Why, according to Marx and Engels, is the proletariat different from previous revolutionary classes?

Why do Marx and Engels believe that abolishing private property is vital?

What do Marx and Engels think about bourgeois capitalism?

Based on your reading of Brommer and Luck, do you think the *Communist Manifesto* would have appealed to workers? Why or why not?

## Tutorial 10: The Americas in an Age of Independence

### Prerequisite lectures:

Nineteenth-century United States

Latin American: Liberation and Subjugation

### Read:

**BZ:** Chapter 31, "The Americas in the Age of Independence"

**CR:** The American Declaration of Independence

**CR:** Simón de Bolívar, "Message to the Congress of Angostura, 1819"

**CR:** James Monroe, "Monroe Doctrine"

**CR:** Abraham Lincoln, Letter to Horace Greeley

**CR:** Emancipation Proclamation

**CR:** Abraham Lincoln, "Gettysburg Address"

### Tutorial debate:

The Declaration of Independence proclaims, "We hold these truths to be self-evident, that all men are created equal"; yet much of the 19<sup>th</sup> century in the Americas seems to be a struggle over equality and freedom, both within the United States and between the United States and its neighbours. Do you think the promise of "life, liberty, and the pursuit of happiness" is a genuine promise? You should be prepared to take either side in the debate. (Your tutor will assign you to one or the other side arbitrarily.)

## Tutorial 11: Tottering regimes: Focus on Russia

### Prerequisite lectures:

Tradition under fire I

Tradition under fire II

### Read:

**BZ:** Chapter 32, "Societies at Crossroads"

**CR:** Kropotkin, "Appeal to the Young" (1880)

**CR:** Kanatchikov, S. I. "From the Story of My Life."

**CR:** Sergei Witte on the tasks for economic policy

**MP:** Chapter 6, Writing in an Electronic Environment.

### Bring:

Write a paragraph on a subject having to do with this course. (You may, but are not required to, write about the topic you will address in your major essay.) The paragraph must refer to at least two academic sources, one of which must be a journal article, the other, a book. The paragraph must be properly footnoted, using the conventions referred to in Chapter 6 of Marius and Page. In addition, the works you cite must appear on a bibliographic page.

### Tutorial activity:

In this week's tutorial, we will act as a panel of experts advising the rulers 19<sup>th</sup>-century Russia. Our goal will be to provide practical and realistic advice to help these rulers forestall collapse or revolution. (This also implies that we will seek to understand why people might revolt...) We should also consider alternatives from other countries.

### Questions about the reading:

Why does Kropotkin focus his attention on the young?

Do you think that Kropotkin's "Appeal" might have resonated with S. I. Kanatchikov? Why or why not?

Do you think Witte's analysis was right or wrong? Why?

Do you think Kropotkin's view and Marx and Engels' view of society are similar? Are they reconcilable?

## Tutorial 12: New power, new ideas: imperialism

### Prerequisite lectures:

The New Imperialism I

The New Imperialism II

### Read:

**BZ:** Chapter 33, “The Building of Global Empires”

**BZ:** Rudyard Kipling’s “White Man’s Burden” (p. 913)

**BZ:** Lord Lugard Justifies Imperialism (p. 924)

**CR:** J. A. Hobson, “Imperialism”

**CR:** Jules Ferry, speech to the French National Assembly, July 1885.

**CR:** Georges Clemenceau, speech to the French National Assembly, July 1885.

**CR:** E. D. Morel, “Black Man’s Burden”

### Discussion questions

Can imperialism be understood simply in terms of material gain?

Why is Clemenceau so vehement in his denunciation of Ferry?

How does the debate between Jules Ferry and Georges Clemenceau compare to the earlier debate between Sepúlveda and de las Casas?

What did Kipling mean when he wrote about the white man’s *burden*?

What or whom does Morel blame for the devastation in Africa?

What role did racism play in imperial expansion?

What is the relationship between imperialism and capitalism?

## Minor Essay

Due: April 24, 2006 12:00 noon

Location: History essay box, fourth floor, Napier

In an essay of approximately 1000 words, *introduce*, *discuss* and *critically assess* one of the primary sources assigned for tutorials 3–6 as a piece of historical evidence.

By “discuss and critically assess”, we mean that you should demonstrate why the source you choose is *significant*. Set the piece in context: Who wrote it? When? What does it reveal about its author, period, or place? Was the piece important when it was written, or did it become important later?

What kind of history (economic, social, feminist, diplomatic, cultural, political, intellectual, and so on) might this source help an historian write? (It is possible that one source might be used for several different kinds of history.) In other words, who and what does this source help us understand?

Provide a close reading of the text: What does it say? What does it mean? What makes it distinctive? What makes it typical? How does it compare to other texts of the period?

Be specific and use examples from the text and, where relevant, from other sources.

**Do** use the textbook as a source of “fact” (and, of course, scrupulously follow the citation requirements outlined in chapter 8 of Marius and Page); **do not** rely on the textbook for an *interpretation* of the source you are assessing. What counts in this essay is *your* assessment.

When the essay has been completed and carefully proofread, put it in the essay slot outside the History Office by 12:00 noon on 24 April.

**Use the departmental cover sheet and put your tutor’s name on your essay.**

## Bibliography for long essay:

Essay topics for the long essay will be handed out in tutorial during week 7 (April 24-28), and will be posted on MyUni.

You will be required to hand in a bibliography on May 19 at 12 noon. Your tutor will provide additional guidance in the weeks to come.

**Use the departmental cover sheet and put your tutor's name on your essay.**

## Long Essay Topics: Due 9 June

Essay topics for the long essay will be handed out in tutorial during week 7 (April 24-28), and will be posted on MyUni.

Put your essay in the essay slot outside the History Office by 12.00 noon on 10 June.

If you want your long essay back, submit it with a self-addressed A-4 manila envelope with the correct postage (\$1.45).

Use the departmental cover sheet and be sure to put your tutor's name on your essay.

# A Short Guide to Writing Essays

In addition to the very brief guide to writing included here, you must read Richard Marius and Melvin E. Page, *A Short Guide to Writing about History*.

## 1. GETTING STARTED

Read the question. Think about its implications. Read it again. What does it ask you to consider? For example, the question “To what extent was racism at the root of modern warfare?” has a number of implications. What do you understand by racism? What are examples of modern warfare? When does modern warfare begin? What other causes might explain modern warfare? Within this broader framework of understanding the genesis of warfare, what role does racism play? Is it as much an effect as a cause?

## 2. RESEARCH

Compile a list of appropriate readings, and read them with your question at the front of your mind! Bibliographies in this outline will provide a start. Then go to the Library Catalogue and the WWW. The Library Tutorial will help you with both these. Make notes from your readings that are relevant to the question at hand. Remember: you are not writing a summary of what you read, but you are using your reading as a quarry for information and ideas about the question.

## 3. STARTING TO WRITE

You will often find it useful to draft parts of your essay while you are still researching. Indeed, starting to write down your argument will often provide a cue to further reading and research. Get into the habit of seeing research and writing as simultaneous activities; this will help you over the “block” writers often face between finishing the research and starting the writing.

## 4. ARGUMENT

A good essay or paper has an argument. It does more than tell a story; it is more structured than a list. For example, take the question “Attempt to explain the rise of the United States to the status of a world power”. Telling a story would simply describe a series of events from the War of Independence against Great Britain in the 1780s through to the United States' entry into World War One in 1917. Your essay, however, will explain *why* the thirteen colonies of the mid-eighteenth century became the world power of the early twentieth.

You will need to identify these explanations carefully. Some explanations might be *conflicting*. Others will complement each other. You need to explain why you find some explanations more convincing than others. As you become a more practiced writer, you will no longer merely list explanations; you will evaluate those explanations. You will organise your essays to emphasise explanations you find more convincing rather than those you find weak, unsatisfactory, or downright wrong.

## 5. INTERROGATING YOUR SOURCES

The historian is a detective who uncovers information and assesses its reliability. During the year you will encounter lots of information and many arguments. Not all information is equally reliable; not all arguments are plausible. Some sources are better than others: some sources are mistaken; some are misleading. Some of your sources are textbooks, some are other secondary sources. Others are primary sources, meaning that they are the written (or visual) record in which your information first appeared. You should check your primary sources: you will often find that 'secondary' use of them is not only second-hand but selective, partisan, and sometimes distorted. You will also quickly realise that a primary source can be read in different yet possibly equally legitimate ways.

## 6. WRITING WELL

Even the best essay can be ruined by misspelling, poor sentence and paragraph construction, and hapless use of English. Always use the spell check on your word processing program. Read your essay ALOUD to yourself to check sense. Get somebody else whose literacy you trust to read it for you. Always give yourself plenty of time to rewrite

and revise your work. Rereading the essay twenty-four hours after writing it often helps you detect the flaws and perfect your expression. (This, of course, means that you must plan ahead and budget your time efficiently.)

### 7. ACKNOWLEDGING YOUR SOURCES

In a history essay, you must link your research and your writing with a system of **references** that unambiguously shows the books, articles or WWW sites that your information and key ideas came from. This means providing references that acknowledge an author's ownership of arguments and indicates the sources for quotations. Failure to acknowledge your sources in this way may constitute plagiarism (see p. 36) and will result in a serious loss of marks or worse. You do *not* need to provide references for common dates or facts (for example, World War One broke out in 1914).

In this course, we expect you to follow the conventions laid out in the *Chicago Manual of Style*. (Chapter 8 of *A Short Guide to Writing about History* provides a basic introduction to documentation.) Your tutor can provide additional information.

### 8. BIBLIOGRAPHY

This is mandatory and enables the reader to see at a glance the sources you have used. You will be required to hand in a bibliography on May 19, before the major essay is due. Again, see Chapter 8 of *A Short Guide to Writing about History* for details.

# Assessment Guidelines

## **Pass 50-64%**

- Adequate articulation of argument, theme or guiding problematic (stated problem)
- Adequate understanding and application of analytic concepts and theoretical issues
- Adequate adherence to scholarly conventions in citations
- Adequate scope of reading informing the argument
- Adequate understanding of that reading
- Adequate skills in written expression and presentation

## **Credit 65-74%**

- Clear articulation of a theme or guiding problematic
- Clear understanding and application of analytic concepts and theoretical issues
- Argument reasonably well structured, developed and concluded
- Adequate adherence to scholarly conventions in citations
- Adequate scope of reading informing the argument
- Clear understanding of that reading
- Adequate skills in written expression and presentation
- Critical use of sources

## **Distinction 75-84%**

- Clear articulation of a theme or guiding problematic
- Clear understanding and application of analytic concepts and theoretical issues
- Argument well structured, developed and concluded, displaying clear evidence of original thinking
- Consistent adherence to scholarly conventions in citations
- Wide scope of reading informing the argument, with evidence of directed independent reading
- Clear understanding of that reading
- Developed skills in written expression and presentation
- Critical use of sources

## **High Distinction 85%+**

- Very clear articulation of a theme or guiding problematic
- Clear understanding and application of analytic concepts and theoretical issues
- Argument exceptionally well structured, developed and concluded, displaying ample innovation and originality
- Ample evidence of the critical use of sources
- Consistent adherence to scholarly conventions in citations
- Wide scope of reading informing the argument, with strong evidence of directed independent reading
- Sophisticated understanding of and reflection upon that reading
- Highly developed skills in written expression and presentation

## Notes of History Discipline Policy

### **Essays, Lectures and Tutorials**

All History courses place considerable emphasis upon written work, usually in the form of essays. Students should therefore make certain that they possess a copy of the History Discipline's *Essay Style Sheet* and *Tips on Essay Writing*, which is distributed to all first-year classes and is also available from the History & Politics Office (4th Floor Napier Building). Besides setting out the requirements of format, these contain useful advice about taking notes, organising material, and writing.

Tutors are always willing to discuss problems encountered in preparing an essay, and you should not hesitate to consult your tutor if you find yourself running into difficulties, great or small. (The same point applies to every other aspect of your academic work; tutors and lecturers are there to help you, but they can only be of assistance if you seek them out and request their assistance. If you can't locate your tutor or lecturer, leave a note asking for an appointment in the History & Politics Office).

Lectures and tutorials provide the main formal teaching contact between staff and students. Attendance at lectures is not obligatory but strongly recommended, since lectures usually cover the essential contents of each subject.

Whereas lectures are largely a one-way (staff to student) teaching medium, tutorials and seminars give students the opportunity to express their views. Tutorials normally consist of groups of students meeting weekly with a staff member to discuss particular topics on the basis of reading done over the previous week. Sometimes a short paper or talk by one or two students will introduce the topic. In any case the essence of a good tutorial is student participation, with the tutor limited to the role of chairing the discussion. The ability to participate depends in turn on preparation, and students should come to tutorials prepared to contribute something to the discussion.

Because tutorials are the most effective and essential part of the Discipline's teaching program, attendance at tutorial classes is compulsory unless otherwise stated. If you find that you must miss a tutorial for some reason, you should inform your tutor, if possible in advance.

### **Assessment**

All course guides contain details of assessment in the course.

It is the policy of the History Discipline that a student will receive a fail result only after at least two staff members have read some of the student's written work. Any student may request that a second member of staff mark a particular piece of work.

It is Discipline policy that staff promptly mark and return all written work so that the comments will be of assistance to students in preparing their next assignment.

Students dissatisfied with their results can ask their tutor for permission to resubmit and redeem their marks. Permission to resubmit and redeem work is not automatic but depends upon the type of work and the assessment procedures of individual subjects. Normally students can only redeem a failure for a substantial piece of work.

### **Discipline Policy on Preclusion of Students**

Assignments will not be accepted after the due date without an extension granted by your tutor or the course coordinator. Failure to complete assignments or to attend tutorials may result in preclusion from the course. No final grade in the course will be given to students who do not complete all of the assigned work.

### **Plagiarism**

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Plagiarism consists of a person using the words or ideas of another as if they were his or her own. The University regards plagiarism as a very serious offence. It is the duty of the Discipline to inform and the student's to be informed of the nature of the offence and the penalties that it attracts. Each course guide/teaching program has attached to it a statement and definition of plagiarism and related forms of cheating that students must read and understand. University policies and procedures on plagiarism and related forms of cheating may be found at <http://www.adelaide.edu.au/policies/?230>.

# Statement on Plagiarism

## University's Policy Statement on Plagiarism, Collusion and Related Forms of Cheating

The following is an extract from the Policy Statement on Plagiarism, Collusion and Related Forms of Cheating. The full policy can be found at: <http://www.adelaide.edu.au/policies/?230>

### 3. Issues Associated with Plagiarism, Collusion and Cheating

For students, plagiarism, collusion and other forms of cheating are expressly forbidden under the University's Rules for Assessment [<http://www.adelaide.edu.au/policies/?241>], which state that:

1. No student will submit for assessment any piece of work that is not entirely the student's own, except where either:

(a) the use of the words, designs, computer code, creative works or ideas of others is appropriate and duly acknowledged, or

(b) the assessor has given prior permission for joint or collaborative work to be submitted.

2. No student will submit as if they were genuine any data or results of laboratory, field or other work that are fabricated or falsified.

3. No student will assist any candidate in any piece of assessed individual work, and no student shall accept assistance in such a piece of assessed individual work, except in accordance with approved study and assessment schemes.

4. No student will submit the same piece of work for assessment in two different courses, except in accordance with approved study and assessment schemes.

Any form of cheating in examinations is expressly forbidden in Section 4.5 of the University's Examinations Policy [<https://www.adelaide.edu.au/policies/?465>].

### 3.3 Responsibilities of the Student

Engaging in plagiarism impedes a student's ability to learn. It is each student's responsibility to:

3.3.1 Read and abide by all instructions distributed by the University/Faculty/ School/Department/Teaching Staff including course guides, assessment task requirements and the *Rules for Assessment (based on existing Statute Chapter 17)* and the *University Policy Statement on Plagiarism, Collusion and Other Forms of Cheating*.

3.3.2 Seek assistance with their learning and assessment tasks if they are unsure of appropriate forms of attribution and referencing for their discipline.

3.3.3 Submit assessment tasks according to staff instructions.

3.3.4 Submit for assessment, whether by examination or otherwise, only their own piece of work, except where:

i the works of others is appropriately acknowledged

ii the assessor has required, or given prior permission for group or collaborative work to be submitted.

3.3.5 Not allow their own assessment work to be copied by another student with the intention to deceive the assessor.

3.3.6 Not produce all or part of an assessment work for another student with the intention to deceive the assessor.

3.3.7 To use quotations, paraphrasing, referencing and attribution in accordance with accepted academic conventions and with any explicit instructions given by the assessor.

### 3.4 Types of plagiarism, collusion and other forms of cheating that will incur penalties

Plagiarism that will incur penalties can take several forms:

i Presenting works in any format, without appropriate attribution to the original source (see examples given in *Guidelines and Procedures for Implementing the Policy Statement on Plagiarism, Collusion and other Forms of Cheating*) [<http://www.adelaide.edu.au/policies/?230>].

ii Paraphrasing sentences or whole paragraphs without due acknowledgement by reference to the original work.

Related forms of collusion and cheating that will be treated in the same way as direct plagiarism include:

iii Submitting assessment work with the intention to deceive the assessor as to the contribution made by the student submitting the work.

iv Students separately submitting the same piece of work with the intention to deceive the assessor as to the contribution they have made to the assessment work.

v A student submitting the same piece of his or her own work for two (or more) different courses, without the assessor's permission.

## Emergency procedures In Case of an Emergency

DO:

- Listen to any messages on the Public Address system
- Obey wardens or the Fire Brigade
- Assist people with disabilities
- Evacuate the Building and surrounding stairs. The evacuation assembly areas for the Napier Building are the plaza above the underground car park and the area between the Elder Hall and the Walter Young Garden west of the Napier Building.

## DO NOT:

- Use the lifts
- Enter the Napier Building

## DO:

### **Know Your Wardens**

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#### **TITLE**

Chief Warden	White helmet
Deputy Chief Warden	White helmet
Warden	Red helmet

### **Alert Tone**

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When you hear the Alert tone (a series of long beeps), collect your belongings, prepare to evacuate, and await further instructions.

### **Evacuation Tone**

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The evacuation tone follows the Alert tone. A message will be announced on the Public Address system. Leave by the nearest exit, as directed by the floor wardens.

### **After Hours**

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The system will immediately go into evacuation mode. Leave the building by the nearest exit. Do not use the lift.

### **Users with Disabilities**

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Users whose disability may make it difficult to use the emergency exits should notify the History Office of their presence in the building, and of their likely movements within the building. This will aid in your speedy evacuation in an emergency.

### **Reporting an Emergency**

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If you see or hear a potential hazard in the Napier Building please report the nature and location of the problem immediately to the History Office.

### **In Case of Minor Injury**

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First Aid Box in the History Office and First Aider available Security Staff.

# Emergency Preparedness for People with Disabilities

- Follow the guidelines on the “Emergency Procedures” flip-chart.
  - Become familiar with alternate evacuation routes in buildings you use frequently.
  - Learn what may constitute a safe area in buildings you use frequently.
  
- If you are unable to follow the “Emergency Procedure” guidelines, develop other strategies for your protection. For example, if you use a wheelchair and cannot duck and cover under a table in the event of an earthquake or similar emergency:
  - Protect your head as much as possible.
  - Move away from windows, filing cabinets, bookcases, light fixtures, and heavy objects that could shatter, fall, or tip over.
  - Engage the electronic brake or wheel locks on your wheelchair.
  
- Consider various disaster scenarios and decide ahead of time what you would do in different emergencies. For example, people with power wheelchairs should consider the following:
  - In evacuations, it is standard practice to evacuate disabled people without their wheelchairs. Where should you be located while waiting for your wheelchair?
  - Are there certain medications or support systems that you need?
  - Do you have access to another wheelchair if yours cannot be evacuated?
  
- Know your limitations and be aware of your needs in different emergencies.
  - If you need assistance, ask for it. People may not be aware of your circumstances or know how they can help.

Consider how people will give you emergency information and how you will communicate your needs if you have impaired speaking, hearing, or sight.
  - Consider arranging a buddy system with friends or colleagues so that someone will check with you, alert you as necessary, and see whether you need any assistance.
  - If you need to be evacuated, help yourself and rescuers by providing them with information about your needs and the best ways to assist you.
  
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## **Occupational Health & Safety Arrangements**

The School of History and Politics is committed to upholding the University's Policy on Occupational Health & Safety (OH&S). Also, all staff and students have a legal responsibility to act in the interests of themselves and others with respect to OH&S. To assist the School and to comply with your responsibilities you are asked to become informed about the following arrangements and personnel.

## Emergency Evacuation Procedures – Fire or Bomb Threat:

<u>Napier Building Fire Wardens</u>	<u>Room</u>	<u>Phone</u>
Chief Warden: Mr Robert Ewers	c/- Faculty Office Napier Undercroft	Ext 35245
Deputy Warden: Mrs Chris McElhinney	Napier 423	Ext 35610
4th Floor Warden: Julie McMahon	Napier 423	Ext 35032
4th Floor Warden: Mel Pearson	Napier 423	Ext 35699
3rd Floor Warden: Dr Kerrie Round	Napier 319	Ext 34186

### Evacuation Areas

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The evacuation assembly areas for the Napier Tower and Ligertwood Building are the Goodman Crescent lawns in front of Elder Hall. For the Hughes Building it is the Plaza outside Security and for the Education Building precinct it is North Terrace.

### Evacuation Procedures

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Staff and students must leave the building via the fire stairs once the notice to evacuate has been raised. The lifts should not be used. Those experiencing difficulties leaving need to notify the floor warden. Staff and students may return only after the Warden has granted permission.

## Medical Emergencies & First Aid

**In life threatening situations (only) ring 35444.**

Contact a First Aid Officer (see below). A First Aid kit is kept in Napier Room 423. Please record any usage in the notebooks provided. Your nearest sick bay/rest room is to be found in 1<sup>st</sup> Floor Ligertwood Building, Room 103B.

## Representatives & Officers

First Aid officers are trained to deal with first aid situations. The School Safety Officers represent the Head of School in OH&S matters. The elected OH&S Representative can represent staff and students in OH&S issues.

	<u>Name</u>	<u>Room</u>	<u>Phone</u>
Elected Rep.:	Vicki Spencer	Napier 418	83035784
First Aid Officer:	Gloria Sumner or Vicki Johnson	Faculty Office Napier G09	83035186 83035245

Departmental Safety Officer: tba

### Accident & Incident Reporting:

OH&S legislation demands that all accidents and near-miss incidents be reported to the School Manager or Discipline Head. An Accident/Incident Report and Investigation Form must be completed (preferably within 48 hours) by the person involved and the supervisor and a copy given to the OH&S Safety Officer. Copies are available from the OH&S Representative or Safety Officer.



