HISTORY 103/103G GLOBAL HISTORY

SEMESTER ONE 2017

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Coursebook Contents

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My Tutor's Name:	Time and Tutorial Room:

Contact Hours

All teaching staff will be pleased to assist you. Contact hours for all staff involved in the course will be clearly posted outside their office, or feel free to arrange an appointment at another time.

Problems

Please contact your tutor if you encounter problems selecting a tutorial stream, have difficulties with the Canvas online tests, or require assistance with submission of your essay to Turnitin.com. Inquiries about course content and academic issues should also be directed to your own tutor in the first instance. Contact the course coordinator for any unresolved academic issues or to raise any other concerns you may have.

Course Objectives

At Stage I we introduce students to some of the basic aspects of the study of history. This course focuses on the period from the late 15th century, when the global integration of communities began to take shape. It considers developments which increasingly bound the fates of all peoples together, including the emergence of world trade networks, the growth of world religions, the formation of world empires, and the migrations of peoples across the continents. Through the thematic and chronological study of global history it is anticipated that students will gain a deeper understanding of the issues that affect their daily lives.

Content

You will obtain an overview of key developments in global history since the fifteenth century. You will also learn that history is not merely concerned with finding out what happened but also with trying to explain how and why things happened. You will, therefore, be introduced to some of the varying interpretations of historians who have written on the subject which you are studying. Where appropriate, you will also be introduced to some primary materials to show the kinds of evidence on which historians base their interpretations and explanations.

Skills

An important element of Stage I courses is to impart skills that a historian needs and that can also be used in other fields which require the assimilation, assessment and presentation of information. These skills include:

- The effective use of the library and information technology and the opportunity to develop and use information literacy competencies in learning contexts and assessments
- The ability to take notes from lectures and secondary sources
- The ability to reference work in accurate footnotes/endnotes and bibliographies
- The ability to present a reasoned argument, written in standard English and based upon evidence

Objectives for this Course

1. To present students with an historical overview of the sequence of commercial, cultural, environmental and political events that have brought the peoples of the world together since the 15th century;
2. To examine the nature of the encounters between peoples of different cultures over time;
3. To familiarise students with some of the principal concepts which determined the course of modern history such as imperialism, industrialisation, nationalism, democracy, communism, indigenous rights and globalisation;
4. To develop students' ability to discuss their ideas in a range of both written and oral forms;
5. To improve students ability to write an academically accredited piece of work.

Course Texts and Resources

Course Textbook (available from UBS)

J. R. McNeill and William H. McNeill, *The Human Web: A Bird's Eye View of World History*, W. W. Norton and Co., New York, 2003.

Jerry H. Bentley and Herbert Ziegler, *Traditions and Encounters: A Global Perspective on the Past* 2nd ed., Boston, 2003.

Jerry H. Bentley, ed., *The Oxford Handbook of World History*, Oxford, 2012.

Fernand Braudel, *A History of Civilisations*, New York, 1995.

Sebastien Conrad, *What is Global History?* Princeton, 2016.

Felipe Fernández-Armesto, *Millennium*, London, 1996.

Douglas Northrup, *A Companion to World History*, Malden, MA, 2012.

Daniel Lord Smail, *On Deep History and the Brain*, Berkeley, 2008.

Robert Tignor et al, *Worlds Together Worlds Apart: A History of the World. Vol.2, The Mongol Empire to the Present*, 2nd ed., New York, 2008.

Recommended Electronic Resource

Empire Online
http://www.library.auckland.ac.nz/databases/learn_database/public.asp?record=EmpOnl

This is also available through the University's LEARN Homepage

Class Times

History 103/103G has two one-hour lectures per week:

Thursdays **and** Fridays 10-11 am **plus**

A one-hour tutorial, commencing Week 2 of semester.
Tutorial Rooms are posted on SSO.

Lecture Programme

Thursday 9 March	Introduction (Jonathan Scott)
Friday 10 March	Asia as the Hub of World Trade (Malcolm Campbell)
Thursday 16 March	China (Melissa Inouye)
Friday 17 March	Empires of Islam, 1500-1800 (Jonathan Scott)
Thursday 23 March	Iberian Colonisation of the Americas (Jonathan Scott)
Friday 24 March	Empires of Commerce (Joe Zizek)
Thursday 30 March	Cultural change in Europe (Jonathan Scott)
Friday 31 March	Empires of culture (Joe Zizek)
Thursday 6 April	Second Stage Empire (Jonathan Scott)
Friday 7 April	Atlantic Revolutions (Jonathan Scott)
Thursday 13 April	Industrialisation (Jonathan Scott)
Friday 14 April	NO CLASS - EASTER

Mid Semester Break

Thursday 4 May	Pacific Environments (Jonathan Scott)
Friday 5 May	Revolutionary Dominoes (Joe Zizek)

*****Essay Due 3pm Friday 5 May*****

Thursday 11 May	Industrial Imperialism (Maartje Abbenhuis
Friday 12 May	Restoration and Revolution in Meiji Japan (Ellen Nakamura)
Thursday 18 May	Global Nations (Maartje Abbenhuis)
Friday 19 May	Global Cities (Joe Zizek)
Thursday 25 May	Global War (Maartje Abbenhuis)
Friday 26 May	Twentieth Century Revolutions (Joe Zizek)
Thursday 1 June	End of Empires (Maartje Abbenhuis)
Friday 2 June	Genocides (Maartje Abbenhuis)
Thursday 8 June	Global Humanity or Broken World? (Joe Zizek)
Friday 9 June	Overview and Exam Information (Jonathan Scott)

Tutorial Programme

Tutorials are held weekly, from the second week of semester. An attendance roll will be taken at the beginning of each class. **Attendance is expected at all tutorials and required for at least 8 of the 10 tutorials**. **Students who do not attend at least 8 tutorials are not eligible for Plussage** (for a definition and explanation of Plussage see 'Coursework Requirements').

To prepare for each tutorial you are required to do the set reading(s). Readings apart from the textbook are in this guide.

Week 1 (Beginning 29 Feb) No Tutorials

Week 2 (Beginning 13 March) China: The Early Modern Superpower?

Required Tutorial Readings

Timothy Brook, *The Confusions of Pleasure: Commerce and Culture in Ming China,* Berkeley, 1998, pp. 153-185.

J. R. McNeill and William H. McNeill, *The Human Web: A Bird's Eye View of World History*, New York, 2003, pp. 121–37, 164–7, 189–205.

Tutorial Discussion Questions:

What precious metals were in circulation in the late Ming period and how were they used?
What social changes accompanied the commercialisation of the economy in this period?
What were the reasons for and consequences of population increase in this period? How was such a huge population sustained?
What did Ming printers publish and why? What insight does this give us into contemporary Chinese mentalities?
Who travelled in the late Ming? How, where and why? How might increased mobility in this period have related to the other social and cultural changes taking place?
What do you think were some of the ways in which life would have differed between an agrarian in Ming or Qing China and his/her counterpart in the Ottoman (or other early-modern Muslim) empire?

Week 3 (Beginning 20 March) Iberian Colonisation of the Americas

Required Tutorial Readings

Primary Source Packages 1 and 2: Accounts by Fracastro, da Sahagun, Moorehead, Sepulveda, de Las Casas.

Michel De Montaigne, `Of cannibals' in Montaigne, *The Complete Works : Essays, Travel Journal, Letters* translated by Donald Frame (Stanford, 2003) pp. 182-193.

J. R. McNeill and William H. McNeill, *The Human Web: A Bird's Eye View of World History*, New York, 2003, pp. 167–78, 205–12.

Tutorial Discussion Questions:

By reference to what existing sources of knowledge did Europeans seek to understand their discoveries in the Americas?
What were some consequences of their arrival for indigenous peoples?
Compare the accounts of those peoples by Sepulveda, de Las Casas and Montaigne.
What can we learn about European and indigenous cultures from Montaigne's analysis of the phenomenon of cannibalism?
How do these writers use the binaries of art[ifice] and nature, and/or nature and culture?
In what ways did Europe's discoveries in the New World furnish a basis for self-criticism?

Week 4 (Beginning 27 March) Slavery and Plantations

Required Tutorial Reading:
Vincent Brown, 'Worlds of Wealth and Death', ch. 1 of *The Reaper's Garden: Death and Power in the World of Atlantic Slavery*, Cambridge, Mass., 2008, pp.13-38, 43-52, 56-59.

Tutorial Discussion Questions:

According to Brown, what made Jamaica special in the 18th century?
What kind of society did Britons create for themselves there, and what motivated different groups of white settlers?
What key experiences did enslaved Africans undergo on their way to Jamaica and after arrival there? Why is it so difficult for historians to understand and reconstruct these experiences?
To what extent do you agree with Brown's offhand claim that colonial Jamaica was a 'failed settler society'? (p.59)

Week 5 (Beginning 3 April) French Revolution

Required Tutorial Readings

Robert Darnton, *The Kiss of Lamourette; Reflections in Cultural History,* New York, 1990, pp.3–20.

J. R. McNeill and William H. McNeill, *The Human Web: A Bird's Eye View of World History*, New York, 2003, pp.213–35.

Tutorial Discussion Questions:

What does Darnton mean when he suggests the French Revolution created a new sense of possibilism?
How did the revolution in France differ from previous political upheavals?
What was the *Ancien Regime* and by what was it replaced?
How, according to Darnton, did the revolutionaries attempt to redescribe their relationships to time and place?
Of what global causes can the revolution be understood as a consequence?
Which of the Revolution's legacies do you think had enduring consequences and possibly global impact?

Week 6 (Beginning 10 April) No Tutorials - Easter

Mid Semester Break

Week 7 (Beginning 1 May) Industrialisation

Required Tutorial Readings

Sven Beckert, "The Wages of War Capitalism," in Beckert, *Empire of Cotton: A Global History*, New York, 2014.

J. R. McNeill and William H. McNeill, *The Human Web: A Bird's Eye View of World History*, New York, 2003, pp.230–35.

Tutorial Discussion Questions:

What role did slavery play in the Industrial Revolution?
What factors eventually made British cotton cheaper than cotton produced in India?
How and why were the British able to find a labour force willing to work in factories?
In what ways did cotton production transform British life?
What consequences did British industrial cotton production have for the rest of the world?

What role did the British state play in the process of industrialisation?
What does it mean for Beckert to say "The truly heroic invention was the economic, social, and political institutions in which these machines were embedded" (76)?

*****Essay Due 3pm Friday 5 May*****

Week 8 (Beginning 8 May) Environments

Required Tutorial Readings

Bill Cronon, "Kennecott Journey: The Paths Out of Town," in Cronon, ed., *Under an Open Sky*, New York, 1993.

J. R. McNeill and William H. McNeill, *The Human Web: A Bird's Eye View of World History*, New York, 2003, pp.258–67, 284-88.

Tutorial Discussion Questions:

What structures – political, cultural, and economic – had to be in place for furs and copper to be extracted from Alaska?
Could outsiders have formed a different relationship with the Kennecott landscape?
What does Cronon mean by the boundary between humans and nature being "culturally constructed"? (pg 33)
What determines how humans relate to environments?
Is what happened in Kennecott similar to what happened in other parts of the world at the same time? Which other places in the world would have been the most similar or different?
Should we be upset by what happened in Kennecott?

Week 9 (Beginning 15 May) Globalisation, anarchism and an inter-connected world

Required Tutorial Readings

Benedict Anderson, *The age of globalization. Anarchists and the anti-colonial imagination,* London, 2013 (orig. 2005), pp. 1-5, 53-69.

Questions:

What is anarchism?
Who were Marx, Kropotkin and Malatesta? (p. 2)
In pages 1-5, what is Benedict Anderson arguing for?
Why does Anderson focus on the Philippines for undertaking his history of global anarchism?
Who was Rizal?

What is a filibuster? Why did Rizal consider his book *El Filibusterismo* a 'world novel' (*novela mundial*) (p. 53)?
What happened during the Paris Commune (1870 – 1871)? According to Anderson, why and how did that event have global relevance?
What impact did the decline of the Spanish empire have on Rizal and on the Philippines?

Week 10 (Beginning 22 May) The Russian Revolution

Required Tutorial Readings

Sheila Fitzpatrick, "Palaces on Monday," in Fitzpatrick, *Everyday Stalinism. Ordinary Life in Extraordinary Times: Soviet Russia in the 1930s*, Oxford, 1999.

J. R. McNeill and William H. McNeill, *The Human Web: A Bird's Eye View of World History*, New York, 2003, pp.288–295.

Tutorial Discussion Questions:

What constituted the Soviet utopias of the 1930s? How different were these utopias from those other people around the world held at the same time?
How aware of the rest of the world were Soviet citizens of the time?
What was a Stakhanovite and what did they represent?
What would the perfect Soviet citizen have looked like?

Week 11 (Beginning 29 May) 1968

Required Tutorial Readings

Primary sources: Vicente Saldaña Flores (Engineering student, IPN); Roberta Avendaño Martínaz (Tita), of the CNH, in Elena Poniatowska, ed., *Massacre in Mexico*, translated by Helen R. Lane, New York, 1975, pp. 146-150.

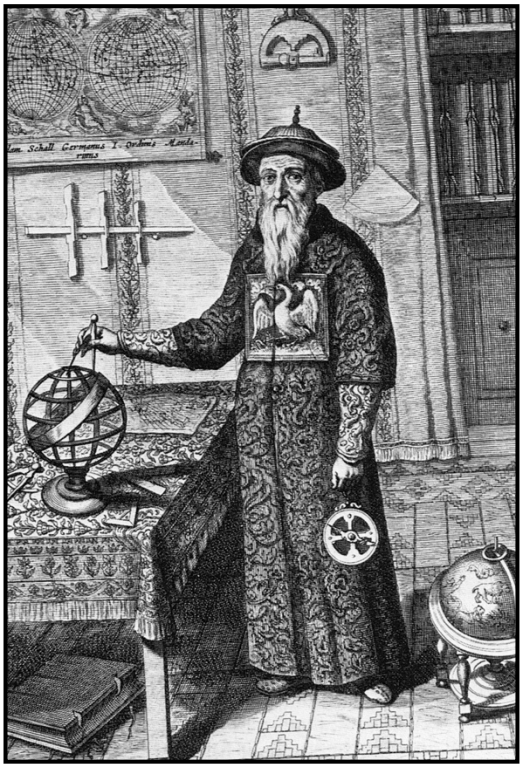
Mark Kurlansky, *1968: The Year that Rocked the World*, New York, 2004, pp. 321-344. [chapter title: 'In an Aztec Place']

Tutorial Discussion Questions:

What other protest movements might the Mexican students have been aware of?
To what extent were the protests informed by international concerns? Why was the Mexican government particularly concerned about France?
Why were the 1968 summer Olympics so important to Díaz Ordaz?
Why was there anxiety that the Olympics might be 'politicized'?
How does Kurlansky explain the Mexican government's 'anxiety' in the summer of 1968?
How do Flores and Martínez explain their reasons for protesting?

Week 12 (Beginning 5 June)	Overview/ Exam Preparation.

J. R. McNeill and William H. McNeill, *The Human Web: A Bird's Eye View of World History*, New York, 2003, pp. 309–18.



Jesuit Adam Schall (1591-1666), official astronomer at the Chinese Court

Coursework Requirements

Assessment will consist of weekly tutorial tests, an essay, and an end-of-semester examination.

Tutorial Quizzes	**10 quizzes @ 2% each**	**20%**
Compulsory Essay 1500 words.	**Due 5 May**	**30%**
Examination (2 hours)	**Date to be announced.**	**50%**

Ten tutorial quizzes, worth 20%

At the beginning of each tutorial you will be given a very short quiz testing your preparation for that day's discussion. The quiz question will be taken from the list of "Tutorial Discussion Questions" listed for that week and you will be expected to provide a short, clear answer with examples taken from the reading. You will have 5 minutes to complete the quiz. No late quizzes will be administered. Your two lowest quiz scores of the semester will be dropped (thus your grade will be based on the best eight).

Essay, 1,500 words long, worth 30%

The essay should be approximately 1,500 words in length and is worth 30% of the total mark. **This essay is a compulsory course requirement and must be submitted to pass the course.** You should answer one of the questions contained on page 15 of this guide.

The essay, **due by 4pm on May 5 2017,** is an opportunity for you to apply the skills you have developed throughout the course. It is designed to test a student's ability to successfully synthesise a substantial amount of information into a logically developed argument. Care should be taken to answer the question in full. Essays should be based on wide reading of books and articles. Internet sources should be used only sparingly and with great caution. Essays are expected to follow the Discipline of History guidelines contained in this booklet.

Please attach a copy of the History's cover sheet to your essay. Cover sheets can be generated online. Hard copies of assignments must be handed in at the Arts Assignment Centre in the level 3 foyer, Arts 1. **Electronic versions of essays must also be submitted using Turnitin.com** (see section 'Student Guidelines for Turnitin.com' for further information). Grades will not be returned or entered until both hard and electronic copies have been submitted.

Examination worth 50%

A two-hour examination will be set at the end of the course. You will be required to answer two questions. The examination is designed to test your general understanding and perception of the material covered in the course. It is worth 50% of the total mark. Further details on the format of the exam will be made available in the last lecture.

Plussage

Where students have met all course requirements (fulfilled the tutorial attendance requirement specified on page 6 of this guide, and completed satisfactorily all tests and the essay) they are eligible for plussage. This means that the examination mark may count for 100% of the final grade where that mark exceeds the sum of the coursework and examination).

Plagiarism Warning Notice and where to get help

Using the work of other writers when preparing an assignment and pretending it is your own by not acknowledging where it came from is called plagiarism. Even when you are not intending to cheat, it is clear that submitting someone else's work or ideas is not evidence of your own grasp of the material and cannot earn you marks. The University's Referen©ite website www.cite.auckland.ac.nz provides students with a one-stop online resource for academic referencing needs. Referen©ite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework and examinations as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. For further information see the Academic Integrity Information for Students at:
https://www.auckland.ac.nz/en/about/learning-and-teaching/policies-guidelines-and-procedures/academic-integrity-info-for-students.html
Students' assessed work will be reviewed against electronic source material using computerised detection mechanisms. Students therefore will be required to provide an electronic version of their work for computerised review. See the section in this course guide 'Student Guidelines for Turnitin.com' for further information.

Policy on Late Work

The Department of History expects all students to hand in work by the due date and time. If this is not possible, you **must** contact your tutor ***before the work is due*** and apply for an extension. If the extension is sought on medical grounds you may be required to provide a supporting medical certificate. Sending your tutor an email minutes before an assignment is due is not the same as being granted an extension. It is expected that you will arrange to see your tutor in person to put your case for an extension. At the very least you must have an email from your tutor confirming that you have an extension until a set time and date.

If you have not secured an extension and you hand your work in after the due date and time, or if you hand in your work after the due date and time of your extension, you will lose **5% for the first day overdue and then 2% for each day subsequent day your work is overdue**. Since the weekend is composed of two days, you will lose 4% points if work due on Friday is not handed in until Monday.

By FILE US NAVY (US NAVY) [Public domain], via Wikimedia Commons

Essay Topics

1. How connected was early modern China to the rest of the world?

2. To what extent were the Islamic empires parts of a single, shared culture or civilization?

3. Why did the native peoples of central and South America succumb so quickly to Iberian conquest?

4. What were the main features of the Atlantic plantation complex and to what extent did those features change prior to c.1800?

5. Were the Russian, Chinese, and Portuguese empires more similar or different in the Early Modern (c. 1400 – 1800) era?

6. What if anything about the French revolution was unprecedented?

7. Assess the proposition that Latin America's wars of independence are best understood as a European struggle conducted outside Europe.

8. Discuss the relationship between industrialisation and the 'new imperialism' of the late nineteenth century.

9. To what extent did the Meiji reformers have to change Japanese society in order to engage and compete with the West?

10. Assess whether the Russian Revolution was primarily the product of domestic or global causes.

11. Was the impact of the Cold War felt most heavily felt by the superpowers (Europe, Russia, and the United States) or in the developing world?

12. How can we explain the extreme violence of the twentieth century?

Reading Lists

Good overview texts [copies in Short Loan]

Philip J. Adler et al, *World civilisations*, 3rd ed., London, 2002. [*short loan: 909 A36*].

Jerry H. Bentley and Herbert Ziegler*, Traditions and Encounters: A Global Perspective on the Past* 4th ed., Boston, 2008. [*short loan: 909 B47 2008*]

Richard W. Bulliett et al, *The Earth and its Peoples: A Global History*, Boston, 2001. [*short loan: 909 B937*]

Mark Kishlansky, Patrick Geary, Patricia O'Brien, *Civilisation in the West*, Vol 2: 1550-Present, 6th edn New York, 2006 [*short loan: 990.09812K61 2006*]

Jiu-Hwa L. Upshur et al, *World history: Comprehensive Volume*, Belmont, 2002. [*short loan: 909 U69*]

Reading Lists-Specific Topics

Note: all essay resources can be located in the short loan library or are available as e-books or e-resources.

China

Mark Elvin, *The Pattern of the Chinese Past*, Stanford, 1973, pp.91-110, [*short loan: 951 E52*]

Valerie Hansen, *The Open Empire: A History of China to 1600*, New York and London, 2000, pp.369-405 [*short loan: 951.01 H24*]

Immanuel C. Y. Hsü, *The Rise of Modern China*, 6th edn, Oxford, 2000, pp.19-13 [*short loan: 951.03 H873 1995*]

F.W. Mote, *Imperial China 900-1800*, Cambridge MA, 1999, espec. pp. 743–75 [*short loan: 951.02 M91*]

Jonathan D. Spence, *The Search for Modern China*, 2nd edn, New York and London, 1999, espec. pp.7-26 [*short loan: 951 S84 1999*]

Roy Bin Wong, *China Transformed: Historical Change and the Limits of European Experience*, Ithaca, 1997 Part 1[*short loan: 951 W87*]

Islamic Empires

Suraiya Faroqhi, *The Ottoman Empire and the World Around It*, London, 2005 pp.98–119, 137–61 [*short loan: 956.015 F23 and ebook*]

Colin Imber, *The Ottoman Empire, 1300-1650: The Structure of Power*, New York, 2002 pp.1-86 [*short loan: 956.1015 I32 and ebook*]

Ira Lapidus, *A History of Islamic Societies*, Cambridge, 2002. 2nd ed. Part 2 [s*hort loan: 909.097671 L31 2002*]

John F. Richards, *The Mughal Empire*, Cambridge, 1995 [ebook].

Martin Sicker, *The Islamic World in Decline: From the Treaty of Karlowitz to the Disintegration of the Ottoman Empire*, Westport, Conn., 2001 [*ebook*]

Douglas E. Streusand, *Islamic Gunpowder Empires: Ottomans, Safavids and Mughals*, Boulder, Colo., 2010 [ebook].

Baki Tezcan, *The Second Ottoman Empire: political and social transformation in the early modern world*, New York, 2010 espec. 175–243 [short loan *956.015 T35*].

The Iberian Colonisation

Peter Bakewell, *A History of Latin America: c. 1450 to the Present*, 2nd ed., Malden, MA, 2004 pp.78–111 [*short loan: 980 B16 2004*]

Warwick Bray ed., *The Meeting of Two Worlds : Europe and the Americas, 1492-1650* Oxford, 1993. See especially chapters by Hennessy pp.5–37 and Brothwell pp.233–46. [*short loan: 303.482704 B82*]

Noble Cook, *Born to Die: Disease and New World Conquest, 1492-1650*, Cambridge, 1998, pp.60–94. [*short loan: 614.497 C77*]

John Charles Chasteen, *Born in Blood and Fire: A Concise History of Latin America* 2nd ed., New York, 2006 , pp.25–57 [*short loan: 980 C42 2006*]

Jared Diamond, *Guns, Germs and Steel: a Short History of Everybody for the Last 13,000 Years*, London, 1998, pp.67–81. [*short loan: 303.4 D53 1998*]

Roy Porter, *The Greatest Benefit to Mankind: a Medical History of Humanity from Antiquity to the Present*, London, 1999, pp.462–92. [*short loan: 610.9 P84g1999*]

Sheldon Watts, 'Smallpox in the New World and in the Old: From Holocaust to Eradication, 1518 to 1977', in *Epidemics and History: Disease, Power and Imperialism*, New Haven, 1999, pp. 84-102. [*short loan: 614.49 W35*]

Plantations and Slavery

Ira Berlin, *Many Thousands Gone: the First Two Centuries of Slavery in North America*, Cambridge, Mass, 1998, pp.1–14 and 95-108 [*short loan: 306.3620973 B51 and ebook*]

Trevor Burnard, *Planters, Merchants, and Slaves: Plantation Societies in British America 1650-1820*, Chicago, 2015, pp. 1-21.[*short loan, on order*]

Philip Curtin, *The Rise and Fall of the Plantation Complex* , 2nd ed Cambridge, 1998, pp.3–27, 46-57, 73–85, 129-43 [*short loan: 306.3620973 C97 1998*]

B. W. Higman. 'The Sugar Revolution', *Economic History Review,* LIII, 2, 2000, pp.213–36 [*e-resource*]

Stuart B. Schwartz, *Tropical Babylons: Sugar and the Making of the Atlantic World, 1450-1680*, Chapel Hill, 2004. Chapters by Viera (pp.42–85), Schwartz (pp.158–200) and McCusker and Menard (pp.289-11). [*short loan: 338.476641 S39*]

Barbara L. Solow, *Slavery and the Rise of the Atlantic System*, Cambridge, New York, 1991, See especially the chapters by Solow (pp.1–42) and Emmer (pp.75–96). [*short loan: 380.144091821 S68*]

James Walvin, *Fruits of Empire: Exotic Produce and British Taste, 1660–1800*, New York, 1997, pp.132-54 [*short loan*: 382.415 W24].

Revolutions

Suzanne Desan, Lynn Hunt, and Max Nelson, eds., *The French Revolution in Global Perspective*, Ithaca and London, 2013, especially chapters by Desan (pp. 86-100) and Davidson (pp. 101-110) [*short loan 944.04 D44* and e-book] .

William Doyle, *The Oxford History of the French Revolution*, Oxford, 1989, pp.391–425 [*short loan: 944.04 D75o*]

John H. Elliott. *Empires of the Atlantic World: Britain and Spain in America*, 1492-1830, New Haven, pp.325-401 [Short loan 970.02 E462006 and e-book]

Lynn Hunt, 'The World We Have Gained :The Future of the French Revolution', *American Historical Review* 108 (2003), pp. 1-19. [*JSTOR*]

Tom Kemp, *Industrialization in Nineteenth-Century Europe,* 2nd ed., London, 1985, pp.1–31 [*short loan: 338.094 K32 1985*]

Bailey Stone, *Reinterpreting the French Revolution: A Global-Historical Perspective*, New York, 2002, especially pp.259–68 [*short loan: 944.04s87r and e-book*]

Immanuel Wallerstein, 'The French Revolution as a World-Historical Event', *Social Research* 56 (1) 1989, 33–52 [*JSTOR*].

Nationalism in Latin America

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London, 1991, pp.5–7, 47–65 [*short loan: 320.158 A54 1991*]

Peter Bakewell, *History of Latin America* 2nd ed., Malden, 2004, pp.382–411 [*short loan: 980 B16 2004*]

John Chasteen, *Born in Blood and Fire: A Concise History of Latin America* 2nd ed., New York, 2006 pp.91–116 [*short loan: 980 C42 2006*]

Marshall Eakin, *History of Latin America: collision of cultures*, New York, 2007, pp. 177–200 [Short Loan 980 E1].

Eric Hobsbawm**,** *Nations and Nationalism Since 1780*, 2nd ed., Cambridge, 1992, pp.46–80 [*short loan: 320.158 H68 1992 and e-book*]

Thomas Holloway, *A Companion to Latin American History*, Oxford, 2008, pp.195–214 [980 H74 and ebook].

Philip Spencer and Howard Wollman (eds), *Nations and nationalism: A Reader*, New Brunswick NJ, 2005. An anthology of writings on nationalism. [*short loan: 320.54 S74n*]

Oliver Zimmer, *Nationalism in Europe, 1890-1940*, New York, 2003, pp.1–49 [*short loan: 320.540940904Z72 and e-book*]

Imperialism

Daniel Headrick, 'The tools of imperialism: technology and the expansion of European colonial empires in the nineteenth century', *Journal of Modern History* 1979 51(2)231-63.

E. J. Hobsbawm, *The Age of Empire 1875-1914*, London, 1987, pp.1-13, 56-83 [*short loan: 940.28 H68e*]

Ronald Hyam, *Britain's Imperial Century, 1815-1914: A Century of Empire and Expansion*, 3rd ed., Basingstoke, 2002, pp.203-79 [*short loan: 325.341 H99 2002*]

Robert Johnson, *British Imperialism*, New York, 2003, pp.39-58 [*short loan 325.341J66*

Matthew S. Seligmann and Roderick R. McLean, *Germany from Reich to Republic 1871-1918: Politics, Hierarchy and Elites*, New York, 2000, pp.39-51 [*short loan: 943.083 S46*]

Bruce Vandervort, *Wars of Imperial Conquest in Africa, 1830-1914*, London, 1998, pp.113–85 [*short loan: 960.3V34 and ebook*]

H. L. Wesseling, *The European Colonial Empires, 1815-1919*, New York, 2004, pp.121-46. [*short loan: 325.32094W51*]

Modernisation in Japan

Michael Barnhart, *Japan and the World Since 1868*, London, 1995, pp.5-20 [*short loan: 327.52 B26*]

W. G. Beasley, *The Rise of Modern Japan*, Rev. ed. London, 2000, pp.84-101 [*short loan: 952.03 B36 2000*]

Andrew Gordon, *A Modern History of Japan: from Tokugawa Times to the Present*, New York, 2nd ed. 2009, pp.61–137 [*short loan: 952G66 2009 and ebook*]

Kenneth Henshall, *A History of Japan from Stone Age to Superpower*, 3rd ed. New York, 20012, pp.73-104 [*short loan: 952.H52 2012*]

Mikiso Hane, *Modern Japan: A Historical Survey*, 3rd ed., Boulder, 2001, pp.91–162. [*short loan 952.03 H23 2001*]

Janet Hunter, *The Emergence of Modern Japan: An Introductory History since 1853*, London, 1989, pp.106-36 [*short loan: 952.03 H94*]

Russian Revolution

David Christian, *Imperial and Soviet Russia: Power, Privilege and the Challenge of Modernity*, 3rd edn, Basingstoke, 1997 pp.180–206 [*short loan: 947.08 C55*]

Catherine Evtuhov and Richard Stites, *A History of Russia: Peoples, Legends, Events, Forces since 1800*, Boston, 2004 pp.215–96 [*short loan: 947 E93*]

Richard Pipes, *A Concise History of the Russian Revolution*, New York, 1995, pp.99–149 [*short loan: 947.0841 P66c*]

Richard Stites, 'The Russian Empire and the Soviet Union, 1900-1945', in Michael Howard and William Roger Louis, *The Oxford History of the Twentieth Century*, New York, 1998, pp.117-127 [*short loan: 909.82 H85*]

J.N. Westwood, *Endurance and Endeavour: Russian History 1812-2001*, 5th edn, Oxford, 2002 pp.170–245 [*short loan: 947.07 W53*]

World Conflict and the Cold War

Paul Dukes, *The Superpowers: A Short History*, London, 2001 pp. 116–42. [*ebook*].

John Lewis Gaddis, *The United States and the Origins of the Cold War, 1941-1947*, New York, 2000, pp. 32–62, 282–315 [*e-book*]

E. J. Hobsbawm, *The Age of Extremes: A History of the World, 1914-1991*, New York, 1996, pp.54–84 [*short loan: 909.82 H684 1996*]

Richard Stites, 'The Russian Empire and the Soviet Union, 1900–1945', in Michael Howard and William Roger Louis, *The Oxford history of the twentieth century*, New York, 1998, p. 117–27. [*short loan: 909.82 H85*]

Walter LaFeber, *America, Russia, and the Cold War, 1945-2002*, Boston, 2004, pp.1–31. [*short loan: 327.73047 L16 2004*]

Melvin P. Leffler and Odd Arne Westad (eds), *The Cambridge history of the Cold War*, Cambridge, 2010 [e-book]. See especially Vol. 1 Chapter 22 'Decolonization, the Global South and the Cold War' and Vol. 2 Chapter 13 'The Cold War in the Third World'.

David S. Painter, *The Cold War: An International History*, London, 1999 [*e-book*].

Richard Pipes, *Communism: A History*, New York, 2003, especially pp.89–114 [*e-book*]

Twentieth Century Violence

Anne Applebaum, *Gulag: A History*, New York, 2003.

Robert Conquest, *The Great Terror: Stalin's Purge of the Thirties*, London, 1969.

Frank Dikötter, *Mao's Great Famine: The History of China's Most Devastating Catastrophe, 1958 – 1962*, New York, 2010

Robert Gellately and Ben Kiernan (eds), *The Specter of Genocide: Mass Murder in Historical Perspective*, New York, 2003, pp.3-26 [*short loan: 304.66309G31*]

Roderick MacFarquhar and Michael Schoenhals, *Mao's Last Revolution*, Boston, 2008.

Mark Mazower, *Dark Continent: Europe's Twentieth Century*, New York, 2000.

Mark Mazower, *Hitler's Empire: How the Nazis Ruled Europe*, New York, 2009.

A Dirk Moses, 'The Holocaust and Genocide', in Dan Stone (ed.). The Historiography of the Holocaust, Houndsmills, Hants., 2004, pp.533–50 [Short Loan 940.5318072S87h]

A. Dirk Moses and Dan Stone (eds), *Colonialism and Genocide*, London, 2007 especially chapters 3, 4-5 [Short Loan 304.663094 M91].

Alan S. Rosenbaum, *Is the Holocaust unique?: Perspectives on Comparative Genocide*, Boulder Colo., 1996. [*short loan: 304.663 R81*].

Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin*, New York, 2012.

DISCIPLINE OF HISTORY UNDERGRADUATE INFORMATION

1. LECTURES, TUTORIALS AND ASSESSMENT

Lectures and Tutorials
Students studying History learn by reading, listening, thinking, discussing and writing. Undergraduate courses normally consist of two hours of lectures per week (these may be held consecutively in a two-hour block or on separate days) and a one-hour tutorial. Lectures are where you learn about the scope of the course, issues of importance, and the way historians approach certain topics. Tutorials provide an opportunity for you to discuss course material with your instructors and fellow students in a smaller group. The Department of History considers that attendance at lectures and tutorials is essential to effective learning and the successful completion of the course.

Coursework and Assessment
Assessment arrangements vary between History courses. All courses require some work to be completed during the semester, and all courses require the completion of at least one essay. Many courses have an end-of-semester examination, but some comprise 100% coursework. Be sure you are familiar with the requirements for your course. At stage one, coursework and the examination each account for 50% of the final grade. In courses where an examination comprises at least 50% of the final grade students may be eligible to receive **exam benefit** (also known as 'plussage'). With exam benefit a student may be eligible to receive whichever is the better of two possible marks: that derived from the weighted average of the coursework mark and the exam mark; or the exam mark recalculated as a mark out of 100. To qualify for exam benefit, students must actively participate in tutorials and must complete all coursework to an acceptable standard by the date each piece is due.

Workload and Submission Expectations
The University of Auckland expects students enrolled in 15 point courses to spend 150 hours on the course (approximately 10 hours per week). This includes attendance in class, preparation for tutorials, time spent on coursework and studying for the final exam. The Department of History expects all students to submit work by the due date and time. If this is not possible, you must contact your tutor before the work is due and apply for an extension. If the extension is sought on medical grounds you may be required to provide a supporting medical certificate. If you have not secured an extension and you hand in your work after the due date and time, or if you hand in your work after the due date and time of your extension, your mark may be reduced. Excessively late coursework may not be marked.

All written coursework must be submitted in two formats: a hard copy should be placed in the correct box on Floor 3, Arts 1 by the specified time on the day the assignment is due; and an electronic copy must be submitted to www.turnitin.com within 72 hours of the deadline for the submission of the hard copy. Full details on using turnitin can be found elsewhere in this courseguide.

Provision for Illness, Accident or Disability
If temporary illness or injury, or exceptional circumstances beyond your control, prevent you from sitting an examination or seriously impair your examination performance, you may be eligible to apply for aegrotat or compassionate consideration. Students who have disabilities which affect their undertaking examinations under the usual conditions may also apply to have these conditions varied. In all cases, contact the University Examinations Office for further details.

2. GRADES/MARKS SCHEDULE

Passing Grades						Failing Grades	
A+	90-100	B+	75-79	C+	60-64	D+	45-49
A	85-89	B	70-74	C	55-59	D	40-44
A-	80-84	B-	65-69	C-	50-54	D-	0-39

A: Excellent (80–100). Work based on wide reading (properly acknowledged through footnotes and bibliography, if required for the task) that shows excellent knowledge and understanding of the subject matter. Work offers a well-constructed argument and clear grasp of the major issues. It observes the conventions of prose style appropriate to the writing of academic history. Outstanding pieces of work also exhibit independent and creative thinking and individual flair in expressing complex ideas.
B: Good/Competent (65–79). Work which is clearly structured and where the well-supported argument leads to a logical conclusion. The work is based on adequate reading (properly acknowledged through footnotes and bibliography, if required for the task) and a good to strong grasp of the major issues raised in the readings. Its meaning is generally expressed through clear prose.
C: Satisfactory (50–64). Work which shows a reasonable knowledge of the subject matter and attempts to answer the question but displays one or more of the following faults: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression, inadequate attention to footnotes and bibliography (if required for the task).
D: Fail (0–49). Work displays serious failings in one or more of the following: inadequate reading, misunderstanding of the sources, confused argument and/or structure, weakness of expression, inadequate attention to footnotes and bibliography (if required for the task).

3. ESSAYS

Essay writing is a complex task that tests a range of abilities. Make sure you allow enough time for research, planning and writing. This guide will help you by breaking the process into a series of manageable steps. Parts of the tutorial programme may often be devoted to practical exercises that will help you with successful essay writing. You can also discuss your essays with Department of History lecturers, tutors and mentors.

Research, note taking and planning
You should choose your question at least three weeks before the due date so that you can give the subject adequate attention. Courseguides will normally contain reading lists for each assignment and question. Many items will be available electronically or in hard copy at the Library Short Loan Collection. Ensure that you understand the reading requirements for the specific assignment. These will vary depending on the course and the nature of the essay. As you conduct your research, keep in mind the task at hand. What, exactly, is the essay question asking for? Take notes that will help you to answer the question, rather than providing a lot of general information about the topic that may not be useful for this assignment. Once you have completed your research, construct an essay plan. What will be the major points that your essay makes? In what order should they be placed to put forward the most effective argument? How much detail will be necessary to support each point, considering the word limit for the assignment?

Writing
Essays may require several drafts before you are satisfied that you have completed the assignment to the best of your ability. Keep the following points in mind as you are writing:

1.Answer the question. Essay questions contain a specific task. You may be asked to 'explain' or 'discuss' certain events or phenomena, to evaluate 'why' something happened, or to consider 'to what extent' a statement may be accurate. Make sure that your essay fulfils the requirements of the task.
2. All History essays require an **argument**, or a point of view. It is not enough simply to say what happened. You should express an opinion in response to the question.
3. Provide **evidence** to substantiate your argument. Use examples that you have found during your reading and research as evidence in your essay.
4. **Structure** your essay effectively. All essays should contain a brief introduction and conclusion which summarise your argument and your response to the question. Each paragraph within the body of the essay should make a coherent point or discuss a distinct aspect of the topic. Try to achieve a logical flow of ideas that allows the reader to follow the development of your argument throughout the essay. Make sure that individual paragraphs are linked together in a meaningful sequence.
5. **Style and expression**. Use accurate language and correct expression. Proof read your work to eliminate obvious errors. It is a good idea to ask someone else to read over your essay before you hand it in. A fresh pair of eyes will often spot mistakes that you may have missed.
6. All essays have a **word limit**. You should aim to keep as close to this as possible (a margin of +/- 10% is usually acceptable). Word limits encourage you to express your argument in a concise and thoughtful manner. It is not unusual for students to find that a first draft of their essay exceeds the limit. If this is the case, you will need to consider what is essential, what is less important but still useful, and what will have to be excluded.

Referencing
Essays will normally require you to acknowledge your sources by providing footnotes (or endnotes) and a bibliography. Correct referencing of opinions or details that are not originally your own is an important aspect of academic etiquette. Plagiarism (passing off someone else's work or ideas as your own) is a serious academic offence. You must cite the source not only of direct quotations (placed within single quote marks) but also of paraphrased information or opinions put forward by historians that you have found in your research. Place the note number after the closing punctuation of your sentence. Information in notes should be restricted to citation information: do not use notes for additional argument or discussion. If in doubt, discuss your references with your tutor.

Footnote/Endnote Format
You should provide the following information in footnotes/endnotes, in this order: author; title of item; book or journal in which item appears (if it is a chapter or article); place of publication (for books) or volume number (for journals); date of publication; page or pages to which you are referring. Note that it is not necessary to provide the name of the publishing company. Follow the exact format in the examples below (including punctuation; use of italics or quotation marks, capitalisation).

For books. Linda Bryder, *A Voice for Mothers: The Plunket Society and Infant Welfare, 1907-2000*, Auckland, 2003, p.27. [Use 'p.' for a single page; 'pp.' for multiple pages.]
For journal articles. Jonathan Scott, 'What were Commonwealth Principles?', *Historical Journal*, 47, 3, 2004, pp.21-2. [The article appears in volume 47, issue 3, of the journal.]
For chapters in an edited collection. Caroline Daley, 'A Gendered Domain: Leisure in Auckland, 1890-1940', in Caroline Daley and Deborah Montgomerie, eds, *The Gendered Kiwi*, Auckland, 1999, p.89. [Use 'ed.' for a single editor; 'eds' for multiple editors; 'trans.' for translator/s.]
For electronic resources. Cite the web address (url) and the date that you accessed the item. Note that it is not necessary to provide the url for articles or chapters that you have accessed

through course materials on the library website. For these items, follow the formats outlined above.

You should give the full details the first time you refer to an item in your essay. In subsequent notes, use 'ibid.' (from the Latin word *ibidem*, meaning 'in the same place') if the note follows on consecutively from the previous reference to the same work; or use the author's name (and a short version of the title, if clarification is needed) for later references. See the examples below.

[1] Barry Reay, *Microhistories: Demography, Society and Culture in Rural England, 1800-1930*, Cambridge, 2002, pp.75-7.
[2] Malcolm Campbell, *Ireland's New Worlds: Immigrants, Politics and Society in the United States and Australia, 1815–1922*, Madison, Wisc., 2008, p.34.
[3] ibid. [You are referring to the same page, ie: p.34 of Campbell.]

[4] ibid., p.36. [You are referring to the same book, but a different page.]
[5] Reay, p.82. [Or: Reay, *Microhistories*, p.82.]
[6] Campbell, pp.39-41. [Or: Campbell, *Ireland's New Worlds*, pp.39-41.]

These are by far the most common types of citation you will encounter in undergraduate History courses. Some courses may ask you to cite other materials (such as unpublished primary sources) for which you may require further information. Ask your course instructors for guidance.

Bibliography
Provide a bibliography at the end of your essay. Place all the works you have consulted in alphabetical order according to author's surname. Format should be exactly the same as for footnotes except that the author's surname should precede the first name or initial (eg: 'Bryder, Linda,' is correct in a bibliography whereas 'Linda Bryder,' is correct in footnotes) since this is an alphabetical list. If a work has more than one author or editor, only the first author's name needs to be inverted in a bibliography (eg: Daley, Caroline, and Deborah Montgomerie, eds,) and only if it appears at the start of the citation. Provide full page references for chapters and articles (eg: Scott, Jonathan, 'What were Commonwealth Principles?', *Historical Journal*, 47, 3, 2004, pp.1-23.) but not for books.

Te Reo Māori
University of Auckland policy stipulates that written work may be submitted in Māori in certain circumstances. Māori words or phrases in an English language essay do not need to be italicised. Māori terms commonly used in English do not require translations. Note that the correct plural term is 'Māori', not 'Māoris'. Consult your lecturer for further guidance about the use of te reo Māori if necessary.

Presentation
Essays should be prepared in a commonly accepted word processing programme and printed out for submission. If you have difficulties using a computer, please discuss this with your tutor so that appropriate arrangements can be made. Use A4 paper. Double-space your work (1½ spacing is also acceptable) and leave a generous margin to one side of the page so that markers have enough room to write comments and corrections. Choose a font and size that make your work easily legible (Times New Roman 12 point is a standard example). Footnotes/endnotes should be single spaced and may be typed in a smaller font than the main text. Provide page numbers. Staple your essay together and attach a signed Department of History cover sheet before submission.

Student Guidelines for Turnitin.com

Class ID: oceans

Enrolment password: 14165350

What is Turnitin.com?

Turnitin.com is an electronic plagiarism detection service that is used by dozens of universities world-wide. When a student's assignment is turned in to the system it is matched against millions of Internet pages, databases and a constantly increasing database of all previously and concurrently submitted assignments. Teaching-staff receive a report from Turnitin that can be used as a resource to assist staff in making a judgment as to whether or not a student's work is plagiarised.

Understanding the Issues Surrounding Plagiarism

Before you submit your assignment to Turnitin you will want to ensure that you have not plagiarised any text in your assignment. The best way to do this is to know what plagiarism is, know how to cite and reference correctly and how to paraphrase. There are many avenues for you to approach to learn correct referencing techniques.

1. Your first port of call is your lecturer, course co-ordinator and/or your tutor
2. The University's Referen©ite website www.cite.auckland.ac.nz provides students with a one-stop online resource for academic referencing needs. Referen©ite explains the essentials of referencing and how to avoid plagiarism. It also includes practical tools to help students reference correctly, use references effectively in writing, and gives fast access to some major reference formats with examples.
3. Consult the University's 'Guidelines: Conduct of Coursework' at http://www.auckland.ac.nz/uoa/home/about/teaching-learning/policies-procedures#s2c5
4. The Student Learning Centre (SLC) located in the Kate Edger Information Commons and at www.slc.auckland.ac.nz has both hard copies and on-line resources outlining correct referencing and offers various workshops on referencing
5. http://www.plagiarism.org/ provides a definition of plagiarism and numerous self-help tips on correctly citing and quoting work, paraphrasing and referencing

Using Turnitin

Turnitin.com is an on-line resource so you will need an Internet connection to use it. It can be used from any location, on- or off-campus. There are many computer labs around the University from which you can access the Internet. To access University computers you will need your Net ID (UPI) and Net password. You obtain these simply by swiping your student ID card at any print station and you will receive a printed document containing your Net password while your Net ID is displayed on the stations screen. Alternatively you can go to the IC Helpdesk at the Information Commons on the City Campus. It should take you less than five minutes to submit an assignment to Turnitin.

Logging in

1. Go to www.turnitin.com
2. Enter your email address and password
3. Click 'login'

Creating a New User Account

1. Go to http://www.turnitin.com/
2.Click on the button that says New user under the login box in the top right of the screen.
3. Go to New students start here, click on create a user
profile, click on student and enter the required information. Note that you will need the class ID and password that your instructor has provided.
4. You are asked to read the user agreement. If you disagree with the agreement you will cancel your user profile. If you agree, click agree and then continue with profile you have created as your user profile for the required class.
5. You are now enrolled in your class. To upload a paper click thelogin button

Submitting Your Essay

Note: for each assignment you are asked to submit, you are only able to submit your work once. Your first step is to enrol in the class (you may have already done this using the 'start class enrolment wizard' when you created your user profile)

1. Once you have logged in you will be taken to your homepage. In the menu bar click 'enrol in a class'
2. Enter the class ID and enrolment password that you have been given by your lecturer/tutor
3. Click 'submit'

Follow these same steps for every course you are in that uses Turnitin.
Note: each course/staff member has their own specific class ID and enrolment password

Now you can submit your assignment to Turnitin. Assignments can be submitted in MS Word, WordPerfect, rich text format, PDF, Postscript, HTML or plain text format.

1. On your homepage (the first page you come to from logging in) is your class list (all the classes you have enrolled in): click on the class name for which you are submitting an assignment. You are now on the 'class portfolio' page
2. Click the 'submit' icon alongside the assignment name for which you wish to make a submission
3. There are two methods you can use to submit your assignment: file upload or cut and paste. Select your submission method from the drop down menu alongside the text 'Submit a paper by:'

The file upload method:

4. Enter a title and student ID for your submission
5. Click the 'browse' icon
6. Navigate to your assignment file in the same way you would when opening a file in Word
7. Double click on your assignment file
8. Click 'submit' and the text from the document you selected will appear. Check it is the correct document, if so, click 'yes submit' to confirm your submission
9. You will receive an electronic receipt (via e-mail) of your submission
10. You have successfully turned in your assignment

The cut and paste method:

4. Enter a title and student ID for your submission

5. Cut and paste your assignment into the text box
6. Click 'submit'
7. You will receive an electronic receipt (via e-mail) of your submission
8. You have successfully turned in your assignment

Help With Using the Turnitin System

If you come across problems when trying to submit your assignment to Turnitin, there are several avenues of help available to you.

1. If you are working in a University computer lab, talk to the IT assistant
2. Go to www.Turnitin.com, near the top of the screen on the right hand side click on 'Training Materials'. Here you can take the 'Student quickstart' or the 'Student tutorial'. These offer you step-by-step instructions and detailed explanations of what each pages' function is.
3. SLC provides individual consultations for students experiencing difficulties submitting their assignments (students must first be registered with the SLC at a cost of $10 for the calendar year)
4. If you are still having problems with Turnitin, talk to your lecturer/tutor

Discipline of History Stage I Essay Marking Sheet

This marking sheet will be used when your essay is assessed. You might wish to use it as a guideline and checklist before you hand in your essay. Remember, though, that the comments you receive about your essay are more important than the boxes ticked.

History Essay Marking Sheet

Student Name:_____

	Excellent		Competent		Needs Attention
Reading/Research					
evidence of compulsory reading					
Perception and Comprehension					
understanding of essay question/topic					
defining key terms and concepts					
engagement with reading					
Argument					
answering the question					
appropriate ideas and interpretations					
all claims backed with evidence					
Structure and Organisation					
introduction and conclusion					
properly constructed paragraphs					
logical development of ideas					
Style					
clarity of expression					
formal language, spelling, grammar					
Referencing					
appropriate use of footnotes/endnotes					
accurate notes and bibliography					
COMMENTS					
MARK: GRADE:					