1. Course Staff and Contact Details
2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
7. Attendance
8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
# Course Staff and Contact Details

## Course Convenors

<table>
<thead>
<tr>
<th>Name</th>
<th>A/Professor Saliha Belmessous</th>
<th>Room MB 362</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td></td>
<td>Email <a href="mailto:s.belmessous@unsw.edu.au">s.belmessous@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesday 2-3pm</td>
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</tr>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Katrina Gulliver</th>
<th>Room MB 350</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td></td>
<td>Email <a href="mailto:k.gulliver@unsw.edu.au">k.gulliver@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Wednesday 2-4pm</td>
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## Tutors

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr Helene Bowen-Raddeker</th>
<th>Room MB 361</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td></td>
<td>Email <a href="mailto:hbowenr@unsw.edu.au">hbowenr@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

| Name                      | Mr Liam Hogan                | Email liam.hogan@unsw.edu.au |

| Name                      | Ms Sophie Robinson           | Email sophie.robinson@unsw.edu.au |

# Course Details

## Units of Credit (UoC)

| 6 |

## Course Description

ARTS1270 Global History serves as the gateway course for the discipline of history at UNSW. This course makes humanity, rather than an individual state or nation, the subject of history, tracing the key themes of world history from the Classical period to the dawn of the modern era. This course explores the ecological, economic, social, cultural, and political factors that have shaped human societies across the centuries. Topics include subsistence strategies (foraging, agricultural and pastoral), the origins of states, the nature of empires, the rise of world religions (e.g., Buddhism, Christianity, Islam), the early modern expansion of Europe, the emergence of capitalism, the rise of the nation-state, political and scientific revolutions, the beginnings of Western global domination, and the definition of modernity. The course provides a narrative, using key themes to build a coherent picture of the human community as it has evolved through time. As a gateway to the history major, it also provides the basis (in terms of both concepts and skills) for further studies in the history curriculum. Students will practice the interpretation of primary and secondary sources and the composition of historical arguments, and engage with key historical concepts and theories in the process. Class time consists of two hours of lecture and one hour of tutorial; six units of credit are awarded for successful completion of this course.

## Course Aims

1. Develop an understanding of the discipline of history.
2. Improve students’ grasp of generic and widely applicable historical themes and concepts.
3. Introduce historiographical approaches and controversies. Develop analytical skills important to the study of history, especially the critical assessment of
Student Learning Outcomes

1. Understand what history is and what historians do

2. Understand a range of basic historical themes and concepts such as: subsistence strategies, social organisation and complexity, the nature and origin of the state, empire, cross-cultural and transnational interaction, culture and religion as forces in history, and the relationship between environment and society.

3. Understand a range of historiographical issues and controversies, including: history vs. prehistory, humanity as a subject of history, connectivity as the engine of historical change, environmental determinism, Eurocentrism and cultural chauvinism, “civilisation” vs. “barbarism”, imperialism and history, and the definition of “modernity”.

4. Understand, critically assess, and deploy primary and secondary sources, informed by sound historical methodology, to create historical arguments.

5. Construct and communicate sophisticated historical arguments orally and in writing.

6. Approach further study of history with facility and confidence.

Graduate Attributes

1. Understand how historical enquiry assesses change and continuity over time, explores causation, and relates discrete events to the widely varying contexts of the past.

2. Apply historical perspectives to current issues and debates, drawing upon history’s distinctive capacity for exploring the nature of change over time.

3. Appreciate the way in which the past is constructed, interpreted, and understood.

4. Synthesise disparate information and provide a coherent interpretation.

5. Apply critical thinking skills, particularly the ability to analyse arguments and information critically, assessing bias, point of view, context, and supporting evidence.

6. Express oneself clearly and cogently in written or oral form.
3. Learning and Teaching Rationale

History seeks to recover and interpret the past. An active endeavour, history involves the critical analysis of primary sources in light of earlier analyses in secondary sources. Although a certain amount of background knowledge is necessary for informed assessment and use of sources, history is not the passive memorization of names, dates, and events. ARTS1270 promotes active engagement with the past by focusing on the interpretation of primary and secondary sources. Elements of this course — readings, lectures, tutorial discussions, tests, writing assignments — have been designed and integrated to facilitate the acquisition of background knowledge (including historical themes and historiographical issues) and the development of analytical skills, such as critical assessment of sources, appreciation of sound historical methodology, and creative engagement with historical problems. Such skills are best developed when students actively produce historical arguments through discussion and especially writing. Indeed, writing historical arguments is the core learning activity in this course, as expressed through a series of integrated short writing assignments (supported by tutorial activities and a final essay test).

The study of history is interesting, entertaining, and intrinsically rewarding for what it reveals of the human condition. Moreover, the abilities acquired through active engagement with past — the origin and context of current issues, problems, and debates, the continual, critical assessment of what one reads, and the ability to present elegant and lucid arguments — will serve students well across disciplines and beyond university.

4. Teaching Strategies

The various components of the course—readings, lectures, tutorials, and assignments—have been designed to achieve the Learning Outcomes listed above. Lectures introduce historical themes and concepts, raise historiographical controversies, and model the interpretation of sources in the production of historical arguments. Textbook readings provide a context for and model of historical interpretation on the largest scale, while supplemental course readings provide the raw material — primary and secondary sources — for tutorial activities and student writing. Tutorials allow students to practice specific aspects of the interpretation of sources in a setting where they can receive immediate feedback; tutorials also give students an opportunity to produce historical arguments orally. Tutorial assessments utilise readings and lectures, prepare students for tutorial discussions, and build skills relevant to the historical essays. Historical essays offer students the opportunity to interpret sources, explore historical and historiographical themes and to produce convincing written arguments. The first essay allows students to practice discrete aspects of historical interpretation, while the second essay requires students to produce a sophisticated and convincing argument based upon a related group of sources.

Information Technology

This course employs appropriate information technologies to achieve the Learning Outcomes listed above. Moodle is used as a means of communicating with students (and for students to communicate with one another), a repository for course materials (including lecture notes and supplementary readings), and a place to submit assignments electronically. Digital lecture recordings will be available via the link in Moodle to Echo360. Other online activities may also be deployed by the course conveners at their discretion.
5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moodle Quizzes (best 7 will count)</td>
<td>N/A</td>
<td>35.00%</td>
<td>1,2,3,4,5,6</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Historical Essay 1</td>
<td>1,000 words</td>
<td>20.00%</td>
<td>1,3,4,5,6</td>
<td>1,3,4,5,6</td>
</tr>
<tr>
<td>Historical Essay 2</td>
<td>1,500 words</td>
<td>30.00%</td>
<td>1,2,3,4,5,6</td>
<td>1,2,3,4,5,6</td>
</tr>
<tr>
<td>Final Test</td>
<td>50 minutes</td>
<td>15.00%</td>
<td>2,3,5,6</td>
<td>1,2,3,4,5,6</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

**Historical Essays**

Over the course of the semester, students will complete two historical essays totalling approximately 2,500 words (1,000 for the first; 1,500 for the second). These essays will develop skills introduced in the tutorial writing assignments, and are also closely integrated with readings, lectures, and tutorials. Essay topics and instructions will be distributed on Moodle early in the semester. **Essays are due in digital and hard copy by 4:00pm on the Monday of Week 7 and Monday of Week 12 respectively.** Detailed essay assignments will be distributed through Moodle early in the semester.

Historical essays must be fully referenced. We use the Chicago Manual of Style system of footnote referencing in this course. Some examples of this style can be found in the Little Red Booklet. There are several copies of the Chicago Manual of Style in the library, and extracts are available online.

Both historical essays must be completed to receive a passing grade for the course.

**Final Test**

A cumulative final test lasting 50 minutes will be administered in the lecture period during Week 13. This test will consist of short answer questions based on course readings and especially lectures.

The final test must be completed to receive a passing grade for the course.

**Rationale for assessment**

Specific grading criteria will be published on Moodle in advance of each writing task. In general, writing will be rewarded for:

1. Demonstrating original production of historical interpretation and analysis, not simply recapitulation of narrative or description. See your “Little Red Booklet” for Faculty expectations.
2. Demonstrating command of historical context, particularly relevant themes or phenomena explored in readings and lecture.

3. Assessing and applying appropriate historiographical approaches and theories.

4. Demonstrating that sources have been critically assessed.

5. Displaying clear, convincing, and sophisticated historical argument.

6. Demonstrating acquisition of the skills and understanding needed for further historical study.

7. Clear and concise expression combined with error-free presentation.

8. Referencing effectively and in the stipulated style.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.

- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
• Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

• A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
• A request for an extension should be submitted before the due time/date for the assessment task.
• The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
• The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a
course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf
For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week Commencing</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial/Lab Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 March</td>
<td>Early civilisations</td>
<td>Introduction to the course States and social complexity, 3000-500 BCE (A/Prof. N. Doumanis)</td>
<td>No tutorial in week 1</td>
</tr>
<tr>
<td>9 March</td>
<td>The ancient world</td>
<td>Rome, Greece, Persia (A/Prof. N. Doumanis)</td>
<td>Citizenship in ancient Rome</td>
</tr>
<tr>
<td>16 March</td>
<td>Europe, 500-1492</td>
<td>The Middle Ages The Renaissance (A/Prof. N. Doumanis)</td>
<td>The Crusades: Christian, Jewish, Muslim and Byzantine perspectives</td>
</tr>
<tr>
<td>23 March</td>
<td>Early-modern Asia</td>
<td>Asian Kingdoms (Dr K. Gulliver)</td>
<td>Power in Asian societies</td>
</tr>
<tr>
<td>30 March</td>
<td>Early-modern Europe</td>
<td>The Wars of Religion European expansion (A/Prof. S. Belmessous)</td>
<td>16th century-America: European justifications versus native rights</td>
</tr>
<tr>
<td>13 April</td>
<td>The Age of</td>
<td>The Glorious Revolution</td>
<td>Declarations of</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Presenter/Topic</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>20 April</td>
<td>The Enlightenment</td>
<td>Intellectual developments and political contestations (A/Prof. S. Belmessous)</td>
<td></td>
</tr>
<tr>
<td>27 April</td>
<td>The East India Company</td>
<td>Joint stock companies and the spice race (Dr K. Gulliver)</td>
<td></td>
</tr>
<tr>
<td>4 May</td>
<td>The Industrial Revolution</td>
<td>(Scientia Professor John Gascoigne)</td>
<td></td>
</tr>
<tr>
<td>11 May</td>
<td>China</td>
<td>The Opium wars (Prof. L. Edwards)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>China (Dr K. Gulliver)</td>
<td></td>
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</tbody>
</table>
| 18 May   | International relations and the creation of an international order | Treaty of Westphalia  
Napoleonic wars (A/Prof. S. Belmessous)  
The scramble of Africa (A/Prof. Doumanis) |
| 26 May   | Overview                                   | The World in 1900 (A/Prof. N. Doumanis)                                         |
| Week 13  | Class Test                                 | Class Test                                                                       |
| Tue 2 June|                                            | The World on Display                                                            |

### 11. Course Resources

**Textbook Details**


**Weekly Readings**

Scanned book chapters can be found on the library website, by searching for ARTS1270 in the online catalogue. Journal articles will be linked from Moodle.

### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at: [http://www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)
14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at: https://student.unsw.edu.au/complaints

15. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links: https://my.unsw.edu.au https://my.unsw.edu.au/student/atoz/ABC.html

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see https://www.ohs.unsw.edu.au/

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.