

# HH1007 THE MAKING OF CIVILIZATIONS



Lecture: Thursday, 09:30-11:30

Venue: SPMS LT 4

Tutorials: Thursday, 12:30-13:30, 13:30-14:30

Venue: LHS TR+44

Instructor: Associate Professor Goh Geok Yian

Email: [gygoh@ntu.edu.sg](mailto:gygoh@ntu.edu.sg)

Office: HSS-05-09 / HSS-03-84D Tel: 6513 8163 / 6904 2072

Office hours: Thursday 15:00-16:00; students are encouraged to make appointment via email to ensure that I will be available

## Content

In *The Making of Civilizations* students “travel” vicariously through time to revisit numerous events, historical personages, and civilizations and societies, some of which only dilapidated architecture remains. This course begins its narrative with prehistory and investigates how the earliest complex societies developed in regions such as the Fertile Crescent of the Middle East and the Nile Valley in the great African continent. The story spanning several millennia from earliest known appearance of human beings based on physical anthropological data through the development of both Western and non-Western societies through to 1500. The narratives reveal a dynamic world of encounter, cooperation, conflict, interaction, and war. Over the span of 12 weeks, students can expect to inject themselves into the historical events, be it the numerous wars and conflicts of the Greeks, Romans, and Mongols, the political intrigues within the court of Ayudhya and Xi An, or the death and destruction caused by the plague throughout 14<sup>th</sup>-century Europe and Asia.

## Learning Objectives

*Lectures and Tutorial discussions:*

1. To provide students with basic information such as basic concepts and facts about the ancient civilizations of the world which they can recall and list.
2. Having established the foundational knowledge, students will be able to identify the key features of past societies and discuss questions such as: how many complex societies can be described as primary civilizations, and why did they develop in the regions they did?
3. Once the students have developed an understanding of the concepts and characteristics of early societies, they can apply what they learn such as observing the links between present tangible and intangible ideas and objects and that of the past. Through comparison and analysis, students will be able to distinguish connections, evaluating whether these are strong or tenuous links, between the past and present. The world we live in today still bear the many vestiges of earlier complex societies and their peoples.
4. Students will learn to formulate research questions about the pre-1500 world. By drawing connections between the societies, peoples, and ideas about the premodern complex societies, students will be able to construct new hypotheses regarding the nature of global connections

in pre-1500 world as well as what factors contribute to the origins and development of early complex societies.

5. Students can also benefit from an understanding of the pre-1500 world and connections which can prove useful in comprehending the world today.

*Class Presentations (15%)* served three purposes:

- 1) in preparing for their class presentations, students familiarize themselves with key concepts, examples and questions by locating, reporting, and interpreting the information presented in the lectures, the assigned readings as well as any additional readings the students may find in conducting independent research;
- 2) students can use this opportunity to develop and improve their analytical and presentation skills as they are required to identify key questions and observations about topics provided by the instructor, examine relevant factors, organize and present them in a coherent way; and
- 3) students can benefit from collaborative team work as presentations are to be given by groups of no more than 3 students.

*Fort Canning Archaeology Session (5%)*:

For this portion of the course, students are required to participate in an ongoing archaeological dig at the Fort Canning Archaeological Dig site. Directions on how to get to the site will be made available on edventure. The activity will take a total of three hours on a Thursday (2-hour lecture + 1 hour tutorial). The dates of the class participation at the site will be determined after classes have started. Students are expected to take part in this activity in September. As the site can only accommodate 10 students at any one time, students have to sign up for specific slots.

This component of the course gives students in the class an opportunity to participate in an archaeological excavation in Singapore. Taking part in an excavation achieves two objectives:

1. From this practical fieldwork, students get a first hand experience of how archaeological work is conducted. Students will learn some basic knowledge about how to excavate, what tools to use, how to identify artifacts, how to plot etc.
2. Archaeological evidence is an important source of data in the study of early complex societies, especially in societies which produced few or no written sources. In this exercise, students learn about the importance of material remains. Students will also gain a basic understanding of how to interpret stratigraphy and artifact distribution within a site.

The 5% grade will be based on your participation in this activity and your submission of a short write-up (a reflective essay on your experience at the archaeological dig). The write-up should be 300-400 words. Students are encouraged to include photos and drawings in their submissions. The write-up submission deadline is: **October 26, 11:59pm**.

*Book Review Assignment (30%)*: All students are required to submit two book review assignments (see the titles of the books to be reviewed at the end of this document) during the semester. The book reviews should be about 1,500 words in length. The number of words used should be clearly stated at the end of the review document. Each book review should contain a thesis argument on an issue or topic which has been addressed in the novel. The student **must** show that he or she has undertaken library research by providing text citations and bibliography containing at least 2-3 primary and/or secondary book references. The assignment **must** be

submitted electronically via Turnitin on edveNTUre. **No** hard copy is required. **No** late submission will be entertained. The deadlines are: **September 27, 11:59pm** (*Epic of Gilgamesh*) and **November 9, 11:59pm** (*Necklace and Calabash*, a detective story based on a Tang-dynasty magistrate character, Judge Dee [Di Renjie]).

## Readings

The readings for the lecture and tutorials can be accessed via NTULearn. The basic textbook used for this course is Berger et al's *World History: Cultures, States, and Societies to 1500*, this is an open access e-book provided by Open Textbook Library. Additional readings are provided in NTULearn for any topic which the textbook may not cover adequately.

Link for the course textbook:

Berger, E., G. Israel et al. 2016. *World history: cultures, states, and societies to 1500*. Dahlenega, GA : University of North Georgia Press. Open Textbook Library:  
<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=375>

There are two books to be read for tutorial discussions and book review assignments, these can be accessed at the following links:

George, Andrew. *The Epic of Gilgamesh*. Penguin (available via <https://archive.org/details/12CPRReadingTheEpicOfGilgamesh>)

van Gulik, Robert. *Necklace and Calabash: a Chinese detective story*. Chicago: University of Chicago Press. (This is an e-book which can be accessed via NTU Library). Please use the resource responsibly. (<http://eds.a.ebscohost.com/eds/detail/detail?vid=6&sid=ccef4e9b-f980-4460-aa84-f13e8d790389%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmUmc2NveGU9c2l0ZQ%3d%3d#AN=ntu.1105361&db=cat05206a>)

## Course Outline

AUGUST 16

*Lecture I: General Introduction to the Study of Civilizations. Prehistory.*

Lecture readings:

Berger et al, Chapter 1, pp. 1-20

*A Tale of Two Rivers: The Fertile Crescent and Mesopotamia*

Lecture readings:

Berger et al, Chapter 2, pp. 21-41.

Editors. "The World's Oldest Writing". *Archaeology* 69, 3 (May/June 2016): 26-33.

(<http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=26&sid=4d3cb7d4-ac3f-4522-86a2-c2f1138fc528%40sessionmgr103>)

\*First week: no tutorial.

\*Start reading *Epic of Gilgamesh*

AUGUST 23

*Lecture II: The Womb of Civilization: Ancient Egypt and Her Pharaohs*

Lecture readings:

Berger et al, pp. 42-60.

Davey, Janet. "Ancient Egypt: Mummification and Burial Sites as Historical Resources", *Agora* 52, 2 (2017): 20-23. (<http://eds.b.ebscohost.com/eds/detail/detail?vid=3&sid=4d3cb7d4-ac3f-4522-86a2-c2f1138fc528%40sessionmgr103&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=123598436&db=edo>)

Tutorial 1 [August 23]: Introductory tutorial. What is a civilization? Prehistory.

What factors allow civilizations or complex societies to come into being? Types of civilizations.

AUGUST 30

*Lecture III: River Delta Complex Societies: Ancient Chinese Complex Societies*

Lecture reading: Berger et al, Chapter 4

Yoshinori Yasuda. *Water Civilization: From Yangtze to Khmer Civilizations*. Springer. "Discovery of the Yangtze River Civilization in China", pp. 3-45 (<https://link-springer-com.ezlibproxy1.ntu.edu.sg/book/10.1007%2F978-4-431-54111-0>)

Tutorial 2 [August 30]: Types of civilizations. Comparing Mesopotamia and Egypt.

SEPTEMBER 6

*Lecture IV: Indus Civilizations and Ancient India*

Lecture readings:

Berger et al, Chapter 3.

Robinson, Andrew. "Lost and Found", *History Today* 65, 12 (2015): 10-17 (<http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=24&sid=4d3cb7d4-ac3f-4522-86a2-c2f1138fc528%40sessionmgr103>)

Tutorial 3 [September 6]: Simulacrum: Development of Chinese and Indian complex societies.

SEPTEMBER 13

*Lecture V: Of Animal Gods and Human Sacrifice: Early Civilizations of the Americas*

Lecture readings:

Berger et al, Chapter 10.

Newman, Sarah. "Sharks in the jungle: real and imagined sea monsters of the Maya". *Antiquity* 90, 354 (2016): 1522-1536. (<https://www-cambridge-org.ezlibproxy1.ntu.edu.sg/core/journals/antiquity/article/sharks-in-the-jungle-real-and-imagined-sea-monsters-of-the-maya/2060934F3D8F5089C22227213F0CB95A>)

Tutorial 4 [September 6]: Discussion on the *Epic of Gilgamesh*.

SEPTEMBER 20

*Lecture VI and Tutorial 5 replaced by ARCHAEOLOGY PRACTICUM. The Archaeology Practicum lasts 3 hours. As each archaeological session can only accommodate 10 persons; there will be 6 slots students can sign up for. The dates for the practicum are per follows:*

- AP Slot 1: September 17 (Monday), 10am-1pm
- AP Slot 2: September 17 (Monday), 2-5pm
- AP Slot 3: September 20 (Thursday), 10am-1pm
- AP Slot 4: October 1 (Monday), 10am-1pm
- AP Slot 5: October 1 (Monday), 2-5pm
- AP Slot 6: October 3 (Wednesday), 10-1pm

SEPTEMBER 27

**I will be overseas for conference. No lecture and tutorial this week.**

**\*First book review due: September 27, 11:59pm. \*\*Start reading *Necklace and Calabash***

**MID-SEMESTER BREAK: OCTOBER 1-5, 2018**

OCTOBER 11

*Lecture VII: Poets and Engineers: Hellenic Civilizations and Pax Romana*

Lecture reading:

Berger et al, Chapters 5 and 6

Tutorial 6 [September 20]: Compare Mesoamerican and Andean complex societies. Discuss the role of human sacrifice in early American civilizations.

OCTOBER 18

*Lecture VIII*

***The Emperor and the Prostitute: The “Fall” of the Roman Empire, Constantine, Justinian, Theodora***

Lecture readings:

Berger et al, Chapter 7.

Molgaard, Craig, et al. “Justinian’s Plague, Hagiography and Monasticism.” *International Journal of Interdisciplinary Social Sciences* 6, 10 (2012): 67-80.

(<http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=58&sid=4d3cb7d4-ac3f-4522-86a2-c2f1138fc528%40sessionmgr103>)

Tutorial 7 [October 11]: The city and aspects of urbanization in early Greco-Roman complex societies.

OCTOBER 25

***Lecture IX: Of Kings and Merchants: Ancient and Classical Southeast Asia***

Lecture reading:

Miksic, John N. and Goh Geok Yian. *Ancient Southeast Asia*. Abingdon: Routledge, 2017. “1. Introduction: History, Culture, and Art in Southeast Asia” and “2. Environments, Languages, Cultures, and People”, pp. 1-70.

Tutorial 8 [October 25]: Discussion on Robert van Gulik's *Necklace and Calabash*

**\*Archaeology Lab write-up due: October 26, 11:59pm**

NOVEMBER 1

*Lecture X: The Trader and His Faith: Muhammad and the Islamic World*

Lecture readings:

Berger et al, Chapter 8

Robinson, Majied. "From Traders to Caliphs: Prosopography, Geography and the Marriages of Muhammad's Tribe". *Al-Masaq Journal of the Medieval Mediterranean* 28, 1 (2016): 22-35.

(<https://www-tandfonline-com.ezlibproxy1.ntu.edu.sg/toc/calm20/28/1?nav=tocList#aHR0cHM6Ly93d3ctdGFuZGZvbmxpbmUtY29tLmV6bGlicHJveHkxLm50dS5lZHUuc2cvZG9pL3BkZi8xMC4xMDgwLzA5NTAzMTEwLjIwMTYuMTE1MzI5N0BAQDI=>)

*Sheba and Solomon: Religion and Trade in Early Africa*

Lecture readings:

Berger et al, Chapter 9

Elias, Jamal. "Prophecy, Power and Propriety: The Encounter of Solomon and the Queen of Sheba". *Journal of Qur'anic Studies* 11, 1 (2009): 57-74.

(<http://eds.b.ebscohost.com/eds/pdfviewer/pdfviewer?vid=2&sid=557456f0-7da1-4cba-838e-dab1b524e656%40pdc-v-sessmgr03>)

Tutorial 9 [November 1]: World religions in early civilizations: the cases of Christianity and Islam. What role did religion play in shaping the Christian and Islamic polities of the first and second millennia?

NOVEMBER 8

*Lecture XI: The Crusades and Economic and Social Change in Medieval Europe*

Lecture reading:

Berger et al, Chapter 12, pp. 426-459

Georgopoulou, Maria. "Chapter 4. The Material Culture of the Crusades", in Helen Nicholson (ed.) *Palgrave Advances in the Crusades*. London: Palgrave, 2005. ([https://link-springer-com.ezlibproxy1.ntu.edu.sg/content/pdf/10.1057%2F9780230524095\\_5.pdf](https://link-springer-com.ezlibproxy1.ntu.edu.sg/content/pdf/10.1057%2F9780230524095_5.pdf))

Tutorial 10 [November 8]: From Merchants to Guilds. How to become a billionaire in pre-modern times?

**\*Second book review due: November 9, 11:59pm**

NOVEMBER 15

*Lecture XII:*

*Reform, Rebirth, God, Gold, and Glory: Religious and Socio-Cultural Transformation of Europe and European Expansion*

Lecture reading:

Berger et al, Chapter 12, pp. 460-478

Tutorial 11 [April 18]: Final exam review.

**FINAL EXAM: 27 November evening, venue to be confirmed later.**

### **Student Assessment**

Students will be assessed by:

Group presentations and discussions:	15%
Fort Canning excavation participation & write-up:	5%
Book review assignments (2x15%):	30%
Final exam:	50%

### **Textbooks/References**

#### Basic textbook

Berger, E., G. Israel et al. 2016. *World history: cultures, states, and societies to 1500*. Dahlenega, GA: University of North Georgia Press. Open Textbook Library:  
<https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=375>

#### Books for discussion and book review assignments:

George, Andrew. *The Epic of Gilgamesh*. Penguin (available via  
<https://archive.org/details/12CPReadingTheEpicOfGilgamesh>)

van Gulik, Robert. *Necklace and Calabash: a Chinese detective story*. Chicago: University of Chicago Press. (This is an e-book which can be accessed via NTU Library). Please use the resource responsibly. (<http://eds.a.ebscohost.com/eds/detail/detail?vid=6&sid=ccef4e9b-f980-4460-aa84-f13e8d790389%40sessionmgr4006&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=ntu.1105361&db=cat05206a>)

#### Useful references:

Renfrew, Colin (ed.) *The Cambridge World Prehistory*. Cambridge. Accessible as e-book at:  
[https://www-cambridge-org.ezlibproxy1.ntu.edu.sg/core/books/cambridge-world-prehistory/11AFB49A4D3B374F4FDD2AA9E99E5CA0?pageNum=2&searchWithinIds=11AFB49A4D3B374F4FDD2AA9E99E5CA0&productType=BOOK\\_PART&searchWithinIds=11AFB49A4D3B374F4FDD2AA9E99E5CA0&productType=BOOK\\_PART&sort=mtdMetadata.bookPartMeta.\\_mtdPositionSortable%3Aasc&pageSize=30&template=cambridge-core%2Fbook%2Fcontents%2Flistings&ignoreExclusions=true](https://www-cambridge-org.ezlibproxy1.ntu.edu.sg/core/books/cambridge-world-prehistory/11AFB49A4D3B374F4FDD2AA9E99E5CA0?pageNum=2&searchWithinIds=11AFB49A4D3B374F4FDD2AA9E99E5CA0&productType=BOOK_PART&searchWithinIds=11AFB49A4D3B374F4FDD2AA9E99E5CA0&productType=BOOK_PART&sort=mtdMetadata.bookPartMeta._mtdPositionSortable%3Aasc&pageSize=30&template=cambridge-core%2Fbook%2Fcontents%2Flistings&ignoreExclusions=true)

Robinson, Andrew. “Forgotten Utopia”, *New Scientist* 231, 3091 (2016): 30-33.  
(<http://eds.b.ebscohost.com/eds/detail/detail?vid=16&sid=4d3cb7d4-ac3f-4522-86a2-c2f1138fc528%40sessionmgr103&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#db=a9h&AN=118093457>)

#### Tutorial readings:

Additional readings and podcasts can be downloaded from the course edveNTure website.

### *Important Information on Book Review Assignments*

Each individual must submit a soft copy of their final book review assignment by uploading the document to the Turnitin folder available on edveNTure. **NO** hard copies of paper are required. Students will receive comments and their grades via email attachments.

A book review should be about **1,500 words** in length, excluding footnotes and bibliography. The number of words used should be clearly stated at the end of the paper. Each book review should contain a thesis argument on an issue or topic which has been addressed in the novel. The student must show that he or she has undertaken library research by providing text citations and bibliography containing **at least 2-3 primary and/or secondary book** references in addition to the book reviewed and the course textbook. Online web resources are acceptable only if they are **bona fide** sources such as journal articles from electronic journals and/or digital database, such as JSTOR, Project Muse, Cambridge Journals Online, etc. Non-bona fide online sources, such as Wikipedia and non-academic blogs should be avoided. Make sure your essay comes complete with a bibliography.

### *Referencing*

(according to History FYP Guidelines)

The first time a work is referenced in the footnotes, a full reference (including full author name, title and publication details) should be used. Subsequent references should be shortened to author's family name, short title and page number. When the same work is referenced in two consecutive footnotes, "Ibid., [page number]" should be used for the second footnote.

#### **Footnotes**

##### ***Book***

##### One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

[Short reference: Pollan, *Omnivore's Dilemma*, 3.]

##### Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.

[Short reference: Ward and Burns, *War*, 59–61.]



Four or more authors: List all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s* . . .

Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

[Short reference: Lattimore, *Iliad*, 24.]

Editor, translator, or compiler in addition to author

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.

[Short reference: García Márquez, *Cholera*, 33.]

### ***Chapter or other part of a book***

Book chapter:

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.

[Short reference: Kelly, “Seeing Red,” 81–82.]

Preface, foreword, introduction, or similar part of a book

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

[Short reference: Rieger, introduction, xxxiii.]

### ***Book published electronically***

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL. Include the year that the book was published, not the date it was put online, or the date you accessed it. If no fixed page numbers are available, you can include a section title or chapter number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), <http://press-pubs.uchicago.edu/founders/>.
3. Austen, *Pride and Prejudice*. [Short reference]
4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19. [Short reference]

### ***Periodical***

#### Article in a print journal

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article. If you access a print journal electronically, you do not need to include the URL or DOI (Digital Object Identifier). A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. URL's and DOI's are only necessary for journals which are published in electronic format only (see below).

1. Joshua I. Weinstein, "The Market in Plato's *Republic*," *Classical Philology* 104 (2009): 440.

[Short reference: Weinstein, "Plato's *Republic*," 452–53.]

#### Article in an online journal

Include a DOI if the journal lists one. If no DOI is available, list a URL. Do not include an access date.

1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network," *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

[Short reference: Kossinets and Watts, "Origins of Homophily," 439.]

### Article in a newspaper or popular magazine

If you consulted the article online, include a URL; an access date is not necessary. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, "But Enough about Me," *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote," *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, "But Enough about Me," 69. [Short reference]
4. Stolberg and Pear, "Wary Centrists." [Short reference]

### Book review

1. David Kamp, "Deconstructing Dinner," review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

[Short reference: Kamp, "Deconstructing Dinner."]

### ***Unpublished source***

#### Thesis or dissertation

1. Mihwa Choi, "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty" (PhD diss., University of Chicago, 2008).

[Short reference: Choi, "Contesting *Imaginaires*."]

#### Paper presented at a meeting or conference

1. Rachel Adelman, "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition" (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

[Short reference: Adelman, "Such Stuff as Dreams."]

## *Website*

Because website content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.
2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.
3. “Google Privacy Policy.” [Short reference]
4. “Toy Safety Facts.” [Short reference]

## **Bibliography**

The bibliography below contains examples of each of the source types listed above. **The source type is included in square brackets after the example. You obviously should not include this in your bibliography.** The sources should be listed in the bibliography according to alphabetical order (as below).

For journal articles and book chapters, include the page number range of the article/chapter in the bibliography. For other types of books, it is not necessary to include the pages or chapters you consulted.

Bibliography entries should be indented from the margin from the second line.

Adelman, Rachel. “‘Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009. [Paper presented at a meeting or conference]

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition. [Book published electronically]

Choi, Mihwa. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008. [Thesis or dissertation]

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988. [Editor, translator, or compiler in addition to author]

Google. “Google Privacy Policy.” Last modified March 11, 2009.  
<http://www.google.com/intl/en/privacypolicy.html>. [Website]

Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review.  
<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>. [Book review]

Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010. [Book chapter]

Kossinets, Gueorgi, and Duncan J. Watts. “Origins of Homophily in an Evolving Social Network.” *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247. [Article in an online journal.]

Kurland, Philip B., and Ralph Lerner, eds. *The Founders’ Constitution*. Chicago: University of Chicago Press, 1987. <http://press-pubs.uchicago.edu/founders/>. [Book published electronically]

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951. [Editor, translator, or compiler instead of author]

McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008.  
<http://www.mcdonalds.com/corp/about/factsheets.html>. [Website]

Mendelsohn, Daniel. “But Enough about Me.” *New Yorker*, January 25, 2010. [Article in a newspaper or popular magazine]

Pollan, Michael. *The Omnivore’s Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006. [Single author book]

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982. [Preface, foreword, introduction, or similar part of a book]

Stolberg, Sheryl Gay, and Robert Pear. “Wary Centrists Posing Challenge in Health Care Vote.” *New York Times*, February 27, 2010. Accessed February 28, 2010.

<http://www.nytimes.com/2010/02/28/us/politics/28health.html>. [Article in a newspaper or popular magazine]

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007. [Book with two authors]

Weinstein, Joshua I. “The Market in Plato’s *Republic*.” *Classical Philology* 104 (2009): 439–58. [Article in a print journal]

### Plagiarism

Please be reminded that plagiarism is a **serious** offence, and any student caught runs the risk of receiving a failing grade for his/her assignment and/or overall course grade. To plagiarize is to knowingly or in some cases, accidentally reproduce ideas, words, phrases and/or entire sentences and paragraphs of someone else’s writing and claim them as your own. Plagiarism can range from the blatant verbatim copying to selective paraphrasing with minor changes made of another person’s writing without acknowledging the original source. Quotations should always be followed by citations of the reference works used. Students should strive to write in their own words what they understand from their readings. Learning to write in one’s words is an important step to demonstrate that one has attained an adequate understanding of the subject and issues relating to the research question. Only when a student has fully grasped the ideas, he/she can explain in his/her own words what the issues are.

For further information on plagiarism, please refer to the link posted here:

<https://ntulearn.ntu.edu.sg/bbcswebdav/courses/AI0001-Master/m/index.htm#plagiarism>

<http://www.plagiarism.org/>