



Course Syllabus: History 1333
Prothro-Yeager College of Humanities and Social Sciences
Section 101
MWF 1:00-1:50 pm Fall 2022

Contact Information

Instructor: Tiffany A. Ziegler, PhD
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Textbook & Instructional Materials

Cole and Symes, *Western Civilizations*, Vol. 1, Brief Fifth Edition. ISBN: 9780393418972
([publisher website](#))

Cole, et al, *Perspectives from the Past: Primary Sources in Western Civilization*, Vol. 1, Seventh Edition. ISBN: 9780393418712 ([publisher website](#))

Course Description (Course Catalogue)

An examination of the traditions which contributed to the intellectual background of modern western society. The course spans the period beginning with the early civilizations of Egypt and Mesopotamia through classical Greece and Rome to the western Middle Ages concluding with the Renaissance and Reformation and the dawn of the modern era.

Course Objectives/Learning Objectives

By the end of this course, students will be able to define and describe important individuals and events in western history, will be able to understand the general framework (chronology and geography) of western history, and will developed an ability to analyze historical sources. More importantly, students will be able to make connections from the past to the present.

Study Hours and Tutoring Assistance

MSU offers tutoring assistance, both on campus and through distance education. Refer to [Tutoring Options](#) for more help.

Student Handbook

[Student Handbook-2021-22](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies and Procedures

Refer to [College Policies and Procedures Manual](#).

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#).

Smoking/Tobacco Policy

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Alcohol and Drug Policy

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Campus Carry Policy

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Active Shooter Policy

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Nondiscrimination Statement

Midwestern State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your professor or to the Human Resource Office.

Grading/Assessment

Course Grade: The grade for this course will be based on attendance, discussion and participation; five papers; and a final paper.

Table 1: Percentages allocated to each assignment:

Assignments	Percentage
Paper One	15%
Paper Two	15%
Paper Three	15%
Paper Four	15%
Paper Five	15%
Paper Six	15%
Participation/Discussion/Attendance	10%
Total Percentage	100

Table 2: Total percentage for final grade:

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

Table 3: Grading Scale for Discussion Papers:

24/24	100
23/24	95.83
22/24	91.67
21/24	87.5
20/24	83.33
19/24	79.17
18/24	75
17/24	70.83
16/24	66.67
15/24	62.5
14/24	58.33
13/24	54.17

Discussion and Discussion Papers

Over the course of the semester we will be examining a number of primary sources contained within the textbook at the end of each chapter, as well as those in the reader, *Perspectives of the Past*. Students must acquire both books. Students must read these works. Students must use both books in order to be successful on the papers.

Students will be graded on five short discussion papers (no more than two pages or ~500 words), as well as a final paper/exam. Not completing these assignments will negatively affect the overall grade. More details about the papers are provided below, including an outline of the rubrics used for grading.

*The paper topics are located at the end of the syllabus. All papers must use the primary sources in both the textbook and the source reader to answer the question(s).

*Papers are due at the time indicated on D2L and in the syllabus. Papers must be submitted to D2L through the dropbox feature on the day and time indicated on the syllabus.

*Late discussion papers policy: Late discussion papers will not be graded.

*There are seven paper options. Of the papers, the first two papers must be completed. Of the next five papers, choose three. You may write EVERY paper if you wish, but I will only calculate the three highest scores of the choice papers into the final grade. You must write the final paper/exam.

*Papers need to be typed with a reasonable font (Times New Roman, Cambria, Tahoma, etc.), double-spaced, and have one-inch margins. While you do not need to include a cover page, you do need to include your name. Please proofread these papers for silly mistakes and errors.

*You will need to save all your papers. The last week of classes, all the papers will be turned back into me and collected in folders. On the day of the final you will receive your folder with papers. You may use the papers on the final exam.

Paper Help

I am more than happy to help you with your papers, but do not simply send me a copy of your paper and expect me to 'fix' it. Please include specific questions regarding the content and the questions.

In addition, the campus writing center, serviced by Tutoring & Academics Support Programs (TASP), provides free help to any enrolled student. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. They will also help you with content. In fact, one of our history graduate students is a tutor for TASP and will be more than happy to help you!

The Guidelines for Visiting TASP's Learning Center (TLC) can be found [here](#). TASP is located on the first floor of Moffett Library across from the Information desk behind Starbucks.

Extra Credit

No extra credit assignments will be provided.

Midterm Progress Report

In order to help students keep track of their progress toward course objectives, the professor for this class will provide a Midterm Progress Report through each student's WebWorld account. All students will receive this midterm progress report. Midterm grades will not be reported on the students' transcript, nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should schedule a meeting with the instructor.

Late Work

Because all assignments are provided in advance, no excuses will be accepted for late papers. If you know you will be gone you must hand in the assignment before you leave.

Important Dates

[Academic Calendar](#).

Deadline to file for graduation: December Graduates: 26 September; May Graduates: 3 October

Last Day to drop with a grade of "W:" 24 October

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication

regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member.

I am assuming that you are an adult and that you can make your own decisions about coming to class. Regardless of what you choose, attendance will be taken at the beginning of class in order to calculate participation and discussion. If you miss 7 or more times your attendance/discussion/participation grade will drop one letter grade. The grade will then continue to drop one letter for every additional time missed until ten times missed. After ten times missed you will receive a failing grade for attendance, discussion, and participation. You will also be counted as absent if you show up more than 15 minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and/or fail to participate in class discussion.

An instructor who has an attendance policy must keep records on a daily basis, which I will do. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Computer Requirements

This class uses D2L and requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! D2L can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first twelve class days of a regular semester or the first four class days of a summer

semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

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Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week	Activities/Assignments/Exams	Readings and Due Dates
Week 1 22-26 August	Introductions: Paleolithic and Neolithic Society Defining Civilizations	Cole and Symes Chapter 1 <i>Perspectives from the Past</i> Chapter 1
Week 2 29 August-2 September	The Ancient Middle East: The Beginnings of Western Civilization	Cole and Symes Chapters 1 and 2 <i>Perspectives from the Past</i> Chapters 1 and 2 Primary vs Secondary Sources Assignment Due
Week 3 6-9 September	No Class 5 September: Labor Day The Ancient Middle East, Continued, and the Cosmopolitan Mediterranean World	Cole and Symes Chapter 3 <i>Perspectives from the Past</i> Chapter 3 Discussion Paper One Due

Week	Activities/Assignments/Exams	Readings and Due Dates
Week 4 12-16 September	Finish the Cosmopolitan Mediterranean World and Start Ancient Greece	Cole and Symes Chapters 3 and 4 <i>Perspectives from the Past</i> Chapters 3 and 4 Revisions to Discussion Paper One Due
Week 5 19-23 September	Ancient Greece, Continued, and the Hellenistic Discussion and Synthesis	Cole and Symes Chapter 4 <i>Perspectives from the Past</i> Chapter 4 Discussion Paper Two Due
Week 6 26-30 September	The Rise of the Roman Republic	Cole and Symes Chapter 5 <i>Perspectives from the Past</i> Chapter 5
Week 7 3-7 October	Imperial Rome; the Decline of the Roman Empire and the Rise of Christianity	Cole and Symes Chapter 6 <i>Perspectives from the Past</i> Chapter 6 Discussion Paper Three Due
Week 8 10-14 October	Rome's Successors: Byzantium, Islam, and the Germanic West	Cole and Symes Chapter 7 <i>Perspectives from the Past</i> Chapters 6 and 7
Week 9 17-21 October	The Rise of 'Feudal Society'	Cole and Symes Chapter 8 <i>Perspectives from the Past</i> Chapter 8 Discussion Paper Four Due

Week	Activities/Assignments/Exams	Readings and Due Dates
Week 10 24-28 October	The Expansion of Europe	Cole and Symes Chapters 8 and 9 <i>Perspectives from the Past</i> Chapters 8 and 9
Week 11 31 October-4 November	The Consolidation of Europe	Cole and Symes Chapters 9 and 10 <i>Perspectives from the Past</i> Chapters 9 and 10 Discussion Paper Five Due
Week 12 7-11 November	The Later Middle Ages: Death, Disease, and Destruction	Cole and Symes Chapter 11 <i>Perspectives from the Past</i> Chapter 11
Week 13 14-18 November	Innovation and Exploration	Cole and Symes Chapters 12 and 14 <i>Perspectives from the Past</i> Chapters 12 and 13 Discussion Paper Six Due
Week 14 21-23 November	The Renaissance	Cole and Symes Chapter 12 <i>Perspectives from the Past</i> Chapter 12
Week 15 28 November-2 December	The Age of Dissent and Division	Cole and Symes Chapter 13 <i>Perspectives from the Past</i> Chapters 13 and 14 Discussion Paper Seven Due Folders Due

Week	Activities/Assignments/Exams	Readings and Due Dates
Final Examinations 3-9 December	5 December 1:00 pm-3:00 pm	Final Paper

Discussion Papers Scoring Rubric

Discussion Papers Scoring Rubric						
		Capstone	Milestone			Benchmark
Critical Thinking		4	3	2	1	
	Explanation of the Issue	Clear, strong, comprehensive thesis stated delivering all relevant information necessary	Thesis is weak or flawed but present to the extent that it is not impeded by omissions	Thesis is more implied than clear or is at the end; the thesis may leave terms undefined, ambiguities unexplored, and/or backgrounds unknown		No clear thesis or the thesis is stated without clarification or description
	Use of Evidence	Appropriate sources (namely primary but also secondary) present with appropriate analysis/interpretation and relation to thesis, meaning that there is enough interpretation and evaluation to develop a comprehensive analysis while also considering others' points of view	Appropriate sources present but without appropriate analysis/interpretation and relation to thesis. There is only some interpretation and evaluation to develop a comprehensive analysis and/or there is only some consideration of others' points of view	Few sources present (or use of only secondary sources) and/or without appropriate analysis/interpretation in relation to thesis. There is little interpretation and evaluation to develop a comprehensive analysis and/or there is little consideration of others' points of view		No appropriate sources used
	Conclusion	Conclusion is logical and reflects the student's informed evaluation of the topic and sources	Conclusion is logical but weak. It only partially reflects the student's informed evaluation of the topic and sources	Conclusion present but does not reflect the student's informed evaluation of the topic and sources		Conclusion confused, oversimplified, or not present
Communication and Writing		Student successfully executes of wide range of conventions specific to communication and writing, including: grammar, spelling, organization, content, presentation, formatting, and style	Student only partially executes of wide range of conventions specific to communication and writing, including: grammar, spelling, organization, content, presentation, formatting, and style; straightforward language is used to convey the meaning and there may be some errors	Conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, are basic; basic language is used to convey the meaning and there may be many errors		Attempts to use the basic system of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, but language and errors impede the meanings being conveyed
Intercultural Knowledge		Clearly understands the source's values in the context of the times by initiating and developing verbal interactions with culturally different others	Partially understands the source's values by initiating and developing verbal interactions with culturally different others; the essay may show confusion or a partial reading of the present into the past	Vague understanding of source's values through verbal interactions with culturally different others; has difficulty suspending judgments		Little or no understanding of source's values through verbal interactions with culturally different others; is unaware of own judgments
Personal Responsibilities		Through verbal communication articulates a complex understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a shared understanding of multiple cultural perspectives	Partial relation of document's values through verbal communication; articulates a partial understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a partial understanding of multiple cultural perspectives	Relation of document's values to actions more implied than stated or vague through verbal communication; articulates a partial or implied understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides an implied understanding of multiple cultural perspectives		Relation of values to actions not addressed

Scoring Rubric					
		4	3	2	1
Critical Thinking					
	Explanation of the Issue				
	Use of Evidence				
	Conclusion				
Communication and Writing					
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Dr. Tiffany A. Ziegler
First Short Paper

Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). This first paper is meant to introduce you to primary and secondary sources, how to use the sources, and how to cite properly. Please follow the directions below using chapter one of your textbook (Cole and Symes) and the primary sources. You may also use any primary sources from chapter one of your textbook. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

1. Answer this question: What is the difference between a society and a civilization?.
2. Next, using the lectures, textbook, primary sources, textbook primary sources, handouts, etc., demonstrate that Egypt and Mesopotamia were civilizations and not just societies.
3. You must use at least four different primary sources from four distinct primary sources, i.e. *Epic of Gilgamesh*, *Code of Hammurabi*, *The Instructions of Ptah-Hotep*, and *Book of the Dead*.

The Details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be no more and no less than 2 pages.
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole and Symes book, you cite as follows:
 - Cole and Symes argues "...” (Cole and Symes, 17).
 - If you use something from a primary source, cite as follows:
 - In the *Code of Hammurabi* false testimony is taken seriously: “If a man comes forward to give false testimony in a case but cannot bring evidence for his accusation, if that case involves a capital offense, that man shall be killed” (*Code of Hammurabi*, 19).
- Use only class materials. Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

*Your paper will be graded according to the writing assignment common rubric (based on the AACU’s Value Rubrics) included in your syllabus. Please familiarize yourself with the rubric before handing in your paper.

Dr. Tiffany A. Ziegler
Second Short Discussion Paper

Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). In this second paper you will continue to develop skills related to the use of primary and secondary sources. Please follow the directions below. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

1. Read chapter two of Cole and Symes and the primary sources.
2. Religion is one of the key components of civilization. In the period between 1700-500 BCE, new groups arose; some were polytheistic (worshiped many gods) and some were monotheistic (worshiped one god), while one Egyptian ruler even made an attempt to change polytheistic Egypt to monotheistic worship (Akhenaten).
3. Choose one polytheistic group and one monotheistic group. What primary evidence proves that the group was either polytheistic or monotheistic? Then, argue why we need to understand both types of worship and the transition from one to the next.
4. You must use at least four different primary sources from four distinct primary sources, i.e. *Epic of Gilgamesh*, *Code of Hammurabi*, *The Instructions of Ptah-Hotep*, and *Book of the Dead*.

The Details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be no more and no less than 2 pages.
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole and Symes book, you cite as follows:
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 - If you use something from a primary source, cite as follows:
 - In the *Code of Hammurabi* false testimony is taken seriously: "If a man comes forward to give false testimony in a case but cannot bring evidence for his accusation, if that case involves a capital offense, that man shall be killed" (*Code of Hammurabi*, 19).
- Use only class materials. Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

*Your paper will be graded according to the writing assignment common rubric (based on the AACU's Value Rubrics) included in your syllabus. Please familiarize yourself with the rubric before handing in your paper.

Dr. Tiffany A. Ziegler
Third Short Discussion Paper

Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). In this third paper you will refine skills related to the use of primary and secondary sources. Please follow the directions below. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

1. Read chapters three and four of Cole and Symes and the sources. You may draw from chapter two (Mycenaean Greece) as well.
2. Answer the following questions: How did individualism make the Greeks unique and different from their predecessors? Why should we care about individualism in Western Civilization?
5. You must use at least four different primary sources from four distinct primary sources, i.e. *Epic of Gilgamesh*, *Code of Hammurabi*, *The Instructions of Ptah-Hotep*, and *Book of the Dead*.

The Details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be no more and no less than 2 pages.
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
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- Use only class materials. Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

*Your paper will be graded according to the writing assignment common rubric (based on the AACU’s Value Rubrics) included in your syllabus. Please familiarize yourself with the rubric before handing in your paper.

Dr. Tiffany A. Ziegler
Fourth Short Paper

Introduction: Historians pose questions and then attempt to answer them with evidence that the peoples who have come before have left behind (primary documentation). By now, you should have the necessary practice to draw your own conclusions. Your job is to answer one of the following questions in a well-thought and fully-supported response that uses primary evidence. Failure to use the primary evidence WILL RESULT IN A LOWER GRADE.

1. Read chapters 5 and 6 in Cole and Symes and the primary sources.
2. The categories of choice in Roman history:
 - a. Women
 - b. Children
 - c. Patricians
 - d. Plebians
 - e. Christians
 - f. Enslaved peoples
3. The periods of choice in Roman history:
 - a. Foundation, 753-509 BCE
 - b. Republic, 509-27 BCE
 - c. Empire, 27 BCE-284 CE
 - d. Late Antiquity, 284-500 CE
4. Choose one category of people. At what point in Roman history did your category of peoples triumph; at what point did they struggle? Be sure to include reasons why the category struggled/triumphed and how the sources reveal struggle and triumph.
6. You must use at least four different primary sources from four distinct primary sources, i.e. *Epic of Gilgamesh*, *Code of Hammurabi*, *The Instructions of Ptah-Hotep*, and *Book of the Dead*.

The Details:

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Dr. Tiffany A. Ziegler
Fifth Short Discussion Paper

Introduction: Historians pose questions and then attempt to answer them with evidence that the peoples who have come before have left behind (primary documentation). By now, you should have the necessary practice to draw your own conclusions. Your job is to answer the following questions in a well-thought and fully-supported response that uses primary evidence. Failure to use the primary evidence WILL RESULT IN A LOWER GRADE.

1. Read chapter seven of Cole and Symes and the primary sources. You may also use chapter six (the Christian Church).
2. Choose from the following groups:
 - a. The Barbarians
 - b. The Byzantines
 - c. The Muslims
 - d. The Christian Church
3. Who ended the Roman Empire and began the Middle Ages? Why?
4. You must use at least four different primary sources from four distinct primary sources, i.e. *Epic of Gilgamesh*, *Code of Hammurabi*, *The Instructions of Ptah-Hotep*, and *Book of the Dead*.

The Details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be no more and no less than 2 pages.
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole and Symes book, you cite as follows:
 - Cole and Symes argues "...” (Cole and Symes, 17).
 - If you use something from a primary source, cite as follows:
 - In the *Code of Hammurabi* false testimony is taken seriously: “If a man comes forward to give false testimony in a case but cannot bring evidence for his accusation, if that case involves a capital offense, that man shall be killed” (*Code of Hammurabi*, 19).
- Use only class materials. Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

*Your paper will be graded according to the writing assignment common rubric (based on the AACU’s Value Rubrics) included in your syllabus. Please familiarize yourself with the rubric before handing in your paper.

Dr. Tiffany A. Ziegler
Sixth Short Discussion Paper

Introduction: Historians pose questions and then attempt to answer them with evidence that the peoples who have come before have left behind (primary documentation). Your job is to answer one of the following questions in a well-thought and fully-supported response that uses primary evidence. Failure to use the primary evidence WILL RESULT IN A LOWER GRADE.

1. Read chapters 8 and 9 in Cole and Symes and the primary sources.
2. "The Crusades were overwhelmingly positive for all parties involved." Prove this statement to be true or false, or perhaps a little of both, by explaining how the Crusades affected (positively or negatively) two of the following: the Eastern Byzantine Christians, the Western Christians, the Jewish peoples, the Muslims.
3. You must use at least four different primary sources from four distinct primary sources, i.e. *Epic of Gilgamesh*, *Code of Hammurabi*, *The Instructions of Ptah-Hotep*, and *Book of the Dead*.

The Details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be no more and no less than 2 pages.
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole and Symes book, you cite as follows:
 - Cole and Symes argues "... " (Cole and Symes, 17).
 - If you use something from a primary source, cite as follows:
 - In the *Code of Hammurabi* false testimony is taken seriously: "If a man comes forward to give false testimony in a case but cannot bring evidence for his accusation, if that case involves a capital offense, that man shall be killed" (*Code of Hammurabi*, 19).
- Use only class materials. Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

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Dr. Tiffany A. Ziegler
Seventh Short Discussion Paper

Introduction: Historians pose questions and then attempt to answer them with evidence that the peoples who have come before have left behind (primary documentation). Your job is to answer one of the following questions in a well-thought and fully-supported response that uses primary evidence. Failure to use the primary evidence WILL RESULT IN A LOWER GRADE.

1. Choose one of the following questions and answer it:
 - a. What is the Black Death? How did it change society?
 - b. How do Europeans view other peoples and societies?
 - c. What are the motivations for trade and exploration?
2. You must use at least four different primary sources from four distinct primary sources, i.e. *Epic of Gilgamesh*, *Code of Hammurabi*, *The Instructions of Ptah-Hotep*, and *Book of the Dead*.

The Details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be no more and no less than 2 pages.
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole and Symes book, you cite as follows:
 - Cole and Symes argues "..." (Cole and Symes, 17).
 - If you use something from a primary source, cite as follows:
 - In the *Code of Hammurabi* false testimony is taken seriously: "If a man comes forward to give false testimony in a case but cannot bring evidence for his accusation, if that case involves a capital offense, that man shall be killed" (*Code of Hammurabi*, 19).
- Use only class materials. Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

*Your paper will be graded according to the writing assignment common rubric (based on the AACU's Value Rubrics) included in your syllabus. Please familiarize yourself with the rubric before handing in your paper.

Dr. Tiffany A. Ziegler
Eighth Short Discussion Paper

Introduction: Historians pose questions and then attempt to answer them with evidence that the peoples who have come before have left behind (primary documentation). Your job is to answer one of the following questions in a well-thought and fully-supported response that uses primary evidence. Failure to use the primary evidence WILL RESULT IN A LOWER GRADE.

This is an optional paper. If you would like to write this paper for a replacement grade of an earlier paper, you may. If you are confident in your grade, then do not write this paper.

1. Answer each of the following questions:
 - a. Define civilization.
 - b. How and why has the definition of civilization changed over time?
 - c. Finally, make an argument: Western Civilization was ONLY unified through the Renaissance and the Reformation and not before. Why or why not?
2. You must use at least four different primary sources from four distinct primary sources from four distinct periods:
 - a. Early Civilizations (i.e., Egypt and Mesopotamia)
 - b. Classical Civilizations (i.e., Greece and Rome)
 - c. The Middle Ages (*Perspectives*, chapters 7-10)
 - d. The Renaissance and Reformation (*Perspectives*, chapters 11-14)

The Details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be no more and no less than 2 pages.
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole and Symes book, you cite as follows:
 - Cole and Symes argues "...” (Cole and Symes, 17).
 - If you use something from a primary source, cite as follows:
 - In the *Code of Hammurabi* false testimony is taken seriously: “If a man comes forward to give false testimony in a case but cannot bring evidence for his accusation, if that case involves a capital offense, that man shall be killed” (*Code of Hammurabi*, 19).
- Use only class materials. Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

*Your paper will be graded according to the writing assignment common rubric (based on the AACU’s Value Rubrics) included in your syllabus. Please familiarize yourself with the rubric before handing in your paper.

Grade Tracker:

Papers 24 points each	
1*	
2*	
3	
4	
5	
6	
7	
8* (Final)	
Total**	/144

*Denotes papers you MUST complete. The eighth paper is the final.

** Drop your two lowest scores. This might include papers you did not do.

In order to figure out where you sit in class, divide the total score by 144. This will give you the **approximate** grade percentage. For example, if you have 120 points out of 144, and you divide $120/144$, your score is 0.833333. This is an 83%, or a B.