## Course Information

History 1333: Survey of Western Civilization

Spring 2019

Meeting Times: MWF 12-12:50 pm (201)

Meeting Location: PY 202

## Professor

Dr. Tiffany A. Ziegler

Department of History

Midwestern State University

Office: O-214

Office Hours: MWF 9:00 am – 10:50 am; TTH 10:50 am – 12:50 pm; by appointment; subject to change

E-mail: [tiffany.ziegler@mwsu.edu](mailto:tiffany.ziegler@mwsu.edu)

Phone: 940-397-4151 (or ext. 4151 on campus)

# Course Description/Objectives

As described in the current MSU history course catalogue, the Survey of Western Civilization is “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.” 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.

Required Books, Readings, and Materials

Cole and Symes, Western Civilizations, Vol. 1, Brief Fourth Edition, 2017. ISBN: 978-0-393-26533-0

Cole, et al, Perspectives from the Past: Primary Sources in Western Civilization, Vol. 1, Sixth Edition, 2016. ISBN: 978-0-393-26539-2

# Requirements and Grading

# The grade for this course will be based on attendance, discussion, and participation; several short discussion papers; a final exam; and possible weekly quizzes.

# Class Attendance

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 as is required per the Texas University System rules. If you miss 7 or more times your attendance 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.

## Discussion and Discussion Papers

Over the course of the semester we will be examining a number of primary sources. Students must read these works and come to class prepared to speak about them. In addition, students will be writing six short discussion papers (no more than two pages or ~500 words), one of which will be completed as a final exam. Not completing these assignments and/or not participating in discussion will negatively affect the overall grade. More details about the papers is 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 order to answer the question(s).

\*Papers are due at the beginning of the class period. You must staple the pages together or print the papers front to back. You will also need to staple a scoring rubric to the paper, which is provided below.

\*Late discussion papers policy: Discussion assignments are due on the assigned days—MWF class will turn in on Friday. You may not submit late discussion papers.

\*There are eight paper options. Of the papers, the first three papers must be completed. Of the last four papers, choose two. You may write EVERY paper if you wish, but I will only take the five highest scores.

\*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, the name of the class, and the section. Please proofread these papers for silly mistakes and errors.

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 |

# Paper Help

I am more than happy to help you with your papers during office hours and by appointment, but you must come in and get the help in person. In addition, the campus writing center 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.

## Examinations

There will be one final exam in the class over the class lectures, readings, and discussions. More detail about the exam will be provided as the course progresses.

## Quizzes

We will begin the semester as follows: you read and actively participate. If this continues, nothing will change. If, however, students fail to read and discuss, I will administer weekly quizzes based on the readings.

# Grading Breakdown

Grading for the course will break down as follows:

* Five papers: 15% each 75%
* Final Exam 15%
* Attendance, participation, and discussion 10%

100%

The grading scale is as follows: A = 90 and above; B = 80-89; C= 70-79; D = 60-69; F = 59 and below.

## Missed Exam or Assignments

A makeup assignment or final exam will not be given unless you have a valid class excuse, including, but not limited to severe illness (with documentation) and a university excused event (again, with documentation). Please notify me in advance and in person if you need to miss class. Avoid any penalties by turning in assignments early or by making arrangements with me if you know you must miss class. In-class work, such as discussion assignments, cannot be made up. Make arrangements to be in class by not scheduling work, child care, doctor’s appointments, and other obligations during class time. Late papers will not be accepted.

## Support Services

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please meet with the instructor during the first week of class to make arrangements.

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.

Intellectual Property

All lectures, PowerPoints, handouts, and discussion materials in this class are considered the intellectual property of the professor. Lectures may not be recorded or posted online. This includes taking pictures with your cell phones. In addition, if you miss class, please ask a fellow classmate for the notes. If you are not able to get the notes, see me and I will help you to make accommodations.

Classroom Etiquette

You are responsible for material presented in lectures and the knowledge of any of it will be necessary for papers and the final exam. Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, leaving in the middle of lecture to use the restroom, talking with neighbors, texting and/or using a cell phone. Do not bring work unrelated to class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

## Academic Integrity

Cheating, dishonesty and plagiarism will not be tolerated in this course. You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems. Students who plagiarize or cheat on assignments will receive a zero for that assignment—no exceptions. Instances of plagiarism and cheating will be reported to the Dean.

## D2L

Students may need to access D2L to complete assignments in this course. To access D2L, go to <https://d2l.mwsu.edu/>

Your username is in the format [first initial + middle initial + 12 characters of last name + #### where #### is the first 4 characters of your date of birth], for example:

|  |  |  |
| --- | --- | --- |
| Name: Robert T Jones | Date of Birth: 01/03/1998 | Username: rtjones0103 |

Your password is your Mustangs ID followed by an exclamation mark, for example: M10203040!

---------------------------------------------------------------------------------------------------------------------

\*Please note that the syllabus, readings, exams, and assignments are subject to change if the instructor feels it is necessary to modify the schedule. \*Reminder: Students are expected to read, write, and think in this course.

#### Week 1: 14-18 January

Introductions

Paleolithic and Neolithic Society

Defining Civilizations

Read Cole and Symes chapter 1; Perspectives from the Past chapter 1

#### Week 2: 22-25 January

#### No class 21 January

Ancient Middle East: The Beginnings of Western Civilization

Read Cole and Symes chapter 1 and chapter 2; Perspectives from the Past chapter 1 and 2

#### Week 3: 28 January-1 February

The Ancient Middle East, continued

The Cosmopolitan Mediterranean World

Read Cole and Symes chapter 3; Perspectives from the Past chapter 3

Discussion Paper One Due

#### Week 4: 4-8 February

The Cosmopolitan Mediterranean World

Ancient Greece

Read Cole and Symes chapter 3 and 4; Perspectives from the Past chapter 3 and 4

#### Week 5: 11-15 February

Ancient Greece, continued

The Hellenistic Diffusion and Synthesis

Read Cole and Symes chapter 4; Perspectives from the Past chapter 4

Discussion Paper Two Due

#### Week 6: 18-22 February

The Rise of the Roman Republic

Read Cole and Symes chapter 5; Perspectives from the Past chapter 5

#### Week 7: 28 February-1 March

Imperial Rome

The Decline of the Roman Empire and the Rise of Christianity

Read Cole and Symes chapter 6; Perspectives from the Past chapter 6

Discussion Paper Three Due

#### Week 8: 4-8 March

Rome’s Successors: Byzantium, Islam, and the Germanic West

Read Cole and Symes chapter 7; Perspectives from the Past chapters 6 and 7

#### Week 9: 11-15 March

The Emergence of ‘Feudal Society’

Read Cole and Symes chapter 8; Perspectives from the Past chapter 8

Discussion Paper Four Due

Spring Break: 18-22 March

#### Week 10: 25-29 March

The Expansion of Europe

Read Cole and Symes chapter 8 and 9; Perspectives from the Past chapter 8 and 9

25 March—Last Day for a “W”

#### Week 11: 1-5 April

The Consolidation of Europe

Read Cole and Symes chapter 9 and 10; Perspectives from the Past chapter 9 and 10

Discussion Paper Five Due

#### Week 12: 8-12 April

The Later Middle Ages: Death, Disease, and Destruction

Read Cole and Symes chapter 11; Perspectives from the Past chapter 11

#### Week 13: 15-17 April

Recovery and The Age of Exploration

Read Cole and Symes chapters 12 and 14; Perspectives from the Past chapter 12 and 13

Discussion Paper Six Due

#### Holiday Break: 18-21 April

#### Week 14: 22-26 April

The Renaissance

Read Cole and Symes chapter 12; Perspectives from the Past chapter 12

Week 15: 29 April-3 May

The Reformation: Wars of Religion and Conclusions

Read Cole and Symes chapter 13; Perspectives from the Past chapter 13

Review for final

Discussion Paper Seven Due

Final Exams: 4-10 May

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Discussion Papers Scoring Rubric | | | | | |
|  |  | Capstone | Milestone | | Benchmark |
|  |  | 4 | 3 | 2 | 1 |
| Critical Thinking: 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 |
| Critical Thinking: 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 |
| Critical Thinking: 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 of a source. | 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 of a source | 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 of a source | Relation of values to actions not addressed |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Scoring Rubric | | | | | | | | |  | Scoring Rubric | | | | | |
|  | 4 | 3 | | 2 | | 1 | | 0 |  |  | 4 | 3 | 2 | 1 | 0 |
|  |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Explanation of the Issue |  |  | |  | |  | |  |  | Explanation of the Issue |  |  |  |  |  |
| Use of Evidence |  |  | |  | |  | |  |  | Use of Evidence |  |  |  |  |  |
| Conclusion |  |  | |  | |  | |  |  | Conclusion |  |  |  |  |  |
| Communication and Writing |  |  | |  | |  | |  |  | Communication and Writing |  |  |  |  |  |
| Intercultural Knowledge |  |  | |  | |  | |  |  | Intercultural Knowledge |  |  |  |  |  |
| Personal Responsibility |  |  | |  | |  | |  |  | Personal Responsibility |  |  |  |  |  |
|  |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Scoring Rubric | | | | | | | | |  | Scoring Rubric | | | | | |
|  | 4 | | 3 | | 2 | | 1 | 0 |  |  | 4 | 3 | 2 | 1 | 0 |
|  |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Explanation of the Issue |  | |  | |  | |  |  |  | Explanation of the Issue |  |  |  |  |  |
| Use of Evidence |  | |  | |  | |  |  |  | Use of Evidence |  |  |  |  |  |
| Conclusion |  | |  | |  | |  |  |  | Conclusion |  |  |  |  |  |
| Communication and Writing |  | |  | |  | |  |  |  | Communication and Writing |  |  |  |  |  |
| Intercultural Knowledge |  | |  | |  | |  |  |  | Intercultural Knowledge |  |  |  |  |  |
| Personal Responsibility |  | |  | |  | |  |  |  | Personal Responsibility |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Scoring Rubric | | | | | | | | |  | Scoring Rubric | | | | | |
|  | 4 | 3 | | 2 | | 1 | | 0 |  |  | 4 | 3 | 2 | 1 | 0 |
|  |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Explanation of the Issue |  |  | |  | |  | |  |  | Explanation of the Issue |  |  |  |  |  |
| Use of Evidence |  |  | |  | |  | |  |  | Use of Evidence |  |  |  |  |  |
| Conclusion |  |  | |  | |  | |  |  | Conclusion |  |  |  |  |  |
| Communication and Writing |  |  | |  | |  | |  |  | Communication and Writing |  |  |  |  |  |
| Intercultural Knowledge |  |  | |  | |  | |  |  | Intercultural Knowledge |  |  |  |  |  |
| Personal Responsibility |  |  | |  | |  | |  |  | Personal Responsibility |  |  |  |  |  |
|  |  |  | |  | |  | |  |  |  |  |  |  |  |  |
| Scoring Rubric | | | | | | | | |  | Scoring Rubric | | | | | |
|  | 4 | | 3 | | 2 | | 1 | 0 |  |  | 4 | 3 | 2 | 1 | 0 |
|  |  | |  | |  | |  |  |  |  |  |  |  |  |  |
| Explanation of the Issue |  | |  | |  | |  |  |  | Explanation of the Issue |  |  |  |  |  |
| Use of Evidence |  | |  | |  | |  |  |  | Use of Evidence |  |  |  |  |  |
| Conclusion |  | |  | |  | |  |  |  | Conclusion |  |  |  |  |  |
| Communication and Writing |  | |  | |  | |  |  |  | Communication and Writing |  |  |  |  |  |
| Intercultural Knowledge |  | |  | |  | |  |  |  | Intercultural Knowledge |  |  |  |  |  |
| Personal Responsibility |  | |  | |  | |  |  |  | Personal Responsibility |  |  |  |  |  |

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. Answer the following questions:

1. What is a civilization?
2. What makes the civilizations of Mesopotamia and Egypt unique from Paleolithic and Neolithic societies?

Use the lectures, textbook, primary sources, textbook primary sources, handouts, etc. to answer the questions. You must use at least 4 different primary sources.

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 two pages (~500 words).
* 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 argue that “the distinctiveness of Egyptian civilization rests on this fundamental ecological fact” (Cole and Symes, 17).
  + If you use something from a document, cite as follows:
    - “If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed…” (*The Code of Hammurabi*, 18).
  + Integrate the sources: no free-floating quotations.
    - The Epic of Gilgamesh bears striking similarities to the Book of Genesis, especially when Utnapishtim tells Gilgamesh that on the seventh day after the flood “I sent forth a dove and released it” (*The Epic of Gilgamesh*, 12).
* 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.

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 through comparison and contrast. 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 has been identified as 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. Compare and contrast the two groups. Do the two groups share more similarities or differences, and what might the similarities or divergences tell us about civilizations?
4. You must use at least 4 different primary sources.

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 two pages (~500 words).
* 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 argue that “the distinctiveness of Egyptian civilization rests on this fundamental ecological fact” (Cole and Symes, 17).
  + If you use something from a document, cite as follows:
    - “If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed…” (*The Code of Hammurabi*, 18).
  + Integrate the sources: no free-floating quotations.
    - The Epic of Gilgamesh bears striking similarities to the Book of Genesis, especially when Utnapishtim tells Gilgamesh that on the seventh day after the flood “I sent forth a dove and released it” (*The Epic of Gilgamesh*, 12).
* 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.

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: What is individualism in the Western Greek sense? How did individualism make the Greeks unique and different from their predecessors?
3. You must use at least 4 different primary sources.

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 two pages (~500 words).
* 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 argue that “the distinctiveness of Egyptian civilization rests on this fundamental ecological fact” (Cole and Symes, 17).
  + If you use something from a document, cite as follows:
    - “If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed…” (*The Code of Hammurabi*, 18).
  + Integrate the sources: no free-floating quotations.
    - The Epic of Gilgamesh bears striking similarities to the Book of Genesis, especially when Utnapishtim tells Gilgamesh that on the seventh day after the flood “I sent forth a dove and released it” (*The Epic of Gilgamesh*, 12).
* 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.

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. You job is to answer one of the following questions in a well-thought out 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:
   1. Women
   2. Children
   3. Patrician
   4. Plebian
   5. Christian
   6. Slave
3. The periods of choice in Roman history:
   1. Foundation, 753-509 BCE
   2. Republic, 509-27 BCE
   3. Empire, 27 BCE-284 CE
   4. 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? Why?
5. You must use at least 4 different primary sources.

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 two pages (~500 words).
* 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 argue that “the distinctiveness of Egyptian civilization rests on this fundamental ecological fact” (Cole and Symes, 17).
  + If you use something from a document, cite as follows:
    - “If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed…” (*The Code of Hammurabi*, 18).
  + Integrate the sources: no free-floating quotations.
    - The Epic of Gilgamesh bears striking similarities to the Book of Genesis, especially when Utnapishtim tells Gilgamesh that on the seventh day after the flood “I sent forth a dove and released it” (*The Epic of Gilgamesh*, 12).
* 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.

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. You 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. Who or what ended the Roman Empire and began the early Middle Ages?
3. You must use at least 4 different primary sources.

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 two pages (~500 words).
* 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 argue that “the distinctiveness of Egyptian civilization rests on this fundamental ecological fact” (Cole and Symes, 17).
  + If you use something from a document, cite as follows:
    - “If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed…” (*The Code of Hammurabi*, 18).
  + Integrate the sources: no free-floating quotations.
    - The Epic of Gilgamesh bears striking similarities to the Book of Genesis, especially when Utnapishtim tells Gilgamesh that on the seventh day after the flood “I sent forth a dove and released it” (*The Epic of Gilgamesh*, 12).
* 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.

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). You 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. What impact did the Crusades have on Western Civilization?
3. You must use at least 4 different primary sources.

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 two pages (~500 words).
* 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 argue that “the distinctiveness of Egyptian civilization rests on this fundamental ecological fact” (Cole and Symes, 17).
  + If you use something from a document, cite as follows:
    - “If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed…” (*The Code of Hammurabi*, 18).
  + Integrate the sources: no free-floating quotations.
    - The Epic of Gilgamesh bears striking similarities to the Book of Genesis, especially when Utnapishtim tells Gilgamesh that on the seventh day after the flood “I sent forth a dove and released it” (*The Epic of Gilgamesh*, 12).
* 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.

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). You 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. The times were good (trade and exploration). The times were bad (plague, famine, war, death). How did both experiences—good and bad—help to shape Western Civilization in the later Middle Ages?
2. You must use at least 4 different primary sources.

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 two pages (~500 words).
* 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 argue that “the distinctiveness of Egyptian civilization rests on this fundamental ecological fact” (Cole and Symes, 17).
  + If you use something from a document, cite as follows:
    - “If a man charges another man with homicide but cannot bring proof against him, his accuser shall be killed…” (*The Code of Hammurabi*, 18).
  + Integrate the sources: no free-floating quotations.
    - The Epic of Gilgamesh bears striking similarities to the Book of Genesis, especially when Utnapishtim tells Gilgamesh that on the seventh day after the flood “I sent forth a dove and released it” (*The Epic of Gilgamesh*, 12).
* 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.