



Course Syllabus: World Civilizations to 1500

Prothro-Yeager College of Humanities and Social Sciences

HIST 1353 Section X40

Summer II 2026 Online

Contact Information

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Instructor Response Policy

The best way to contact me is via e-mail. I will respond to e-mails on business days within 24 hours. E-mails sent after hours will be responded to on the next business day (this means Friday e-mails sent after 5:00 pm will receive a response on Monday).

Course Description

This course is an introductory overview of the major events and trends in world civilization from the emergence of homo sapiens to 1500 CE. It differs from Western surveys by also covering the history of peoples on the continents of Asia, Africa, and Central and South America. This course assumes no prior knowledge.

Learning Outcomes

In this survey, we define and study both societies and civilizations, as well as the differences and similarities among the two. Through these comparisons, students will be introduced to the main political, social, and cultural trends of a variety of societies and civilizations throughout four main periods of human history. This periodization allows us to understand human history in conjunction with global changes and encounters that affected and continue to affect human experience. Also, we will look at the major interactions between peoples, cultures, and societies in addition to assessing societies on their own accord by considering their ideas, values, and beliefs.

To properly achieve this perspective, we will be focusing on comparative urban cultures, visual cultures, and cultural encounters (both within and outside of communities). In the end, students should not only have a basic grasp on the premodern past but should also be able to compare and contrast societies and civilizations within large-scale frameworks for historical analysis in order to gain a greater appreciation for cultural and global groups of people.

THECB Required Course Objectives: This course fulfills a Texas core requirement for Critical Thinking, Communication, Personal Responsibility, and Social Responsibility. As such, the course will assess the following learning objectives:

- **All four criteria are measured through a critical writing assignment**, which may include one or more of the following: Substantial essay exam question; a critical and analytical book review; a research paper or project; a reading response paper; or other appropriate assignment as determined by the course professor.

Textbook & Instructional Materials

Robert Strayer and Eric Nelson. *Ways of the World: A Brief Global History with Sources*, Volume 1: to 1500, fifth edition. Boston; New York: Bedford/St. Martin, 2022. ISBN:9781319331115. [Link to Publisher's Website](#).

Robert Strayer and Eric Nelson. *Thinking through the Sources, Ways of the World A Brief Global History with Sources*, Volume 1: to 1500, fourth edition. Boston; New York: Bedford/St. Martin, 2019. ISBN:9781319170202. [Link to Publisher's Website](#).

Study Hours and Tutoring Assistance

Located in Moffett Library, the Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom, including both on campus and distance education tutoring. For more information go [here](#).

Student Handbook

Refer to: [Student Handbook](#)

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).

For example, "cutting and pasting" from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. Moreover, generating text via AI and citing it as your own is academic misconduct, and the instructor reserves the right to give that assignment an F. If you use Grammarly, do not let it rewrite sentences for you. That will register as AI.

When can I use Generative AI like ChatGPT in this course? - The use of Generative AI is allowed in this course for the following: brainstorming your ideas and checking grammar.

When must I avoid Generative AI like ChatGPT in this course? - The use of generative AI is not permitted for the following: Writing a draft of an assignment; and writing entire sentences, paragraphs, or papers to complete assignments.

Why can't I use Generative AI to write my papers? - Learning happens as we read, think, organize, summarize, respond, and engage. We don't want machines to do that for us.

Additional guidelines on procedures in these matters may be found in the Office of Student Conduct: [Office of Student Conduct](#).

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

The grade for this course will be based on attendance, participation, and discussion; two papers; two exams, and a midterm project.

Assignments	Points
Engagement	150
Paper One	150
Paper Two	150
Exam One	150
Exam Two	150
Project: Innocent III	250
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Homework and Quizzes

I am assuming that you are an adult and know that college courses require reading and preparation. I expect you to come to class having read the assignment for the week *before* class starts. Failure to read and to participate will result in weekly quizzes. Do the reading and participate in class and there will be no quizzes and no homework.

Grading and Assessments

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

Papers

Table 1: Percentages allotted to each assignment

Assignments	Percentage
Discussion Paper One	15%
Discussion Paper Two	15%
Discussion Paper Three	15%
Discussion Paper Four	15%
Discussion Paper Five	15%
Final Paper	15%
Participation/Discussion/Engagement	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

Engagement and Participation

You are responsible for material presented in lectures (PowerPoints) and in the readings; knowledge of both will be necessary for papers and the final paper. For this online class, your attendance and participation are calculated based on instructional viewing. D2L tracks when you access an activity and for how long. Do all activities/view all necessary PowerPoints, links, videos, etc. to achieve a perfect score.

Discussion and Discussion Papers

Over the course of the summer 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, *Thinking through the Sources*. 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. 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.

*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.

*Do not use AI to write your papers. Do not use papers written by someone else. Write your own papers.

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. 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.

Extra Credit

No extra credit assignments will be provided. You get a chance to rewrite the first paper. You can write all the other papers and I will drop the two lowest scores. All papers are already provided at the end of the syllabus.

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

- Last day for term schedule changes: 9 July
- Last Day to drop with a grade of "W:" 22 July
- Refer to: [Academic Calendar](#) and [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

I am assuming that you are an adult and that you can make your own decisions about coming to class. While I do not 'take attendance' per se, I do grade your engagement—how often and to what degree are you participating, discussing, showing up and paying attention. If you repeatedly absent, if you constantly show up more than fifteen minutes late for class, if you are consistently unprepared for class, if you fail to pay attention during class opting instead to do other work, and/or if fail to participate in class discussion, your engagement grade will suffer. Your engagement grade is worth 10% of your grade.

INCLEMENT WEATHER STATEMENT: If the university closes due to weather during our assigned class time, we will not meet. Assignments/meetings will be shifted accordingly.

Online Computer Requirements

While this is not an online class, we do rely rather extensively on D2L, which 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! Our online classes can be accessed from any computer in the world which 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](#).

Instructor Class Policies

Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, making trips to the vending machines, talking with other students, and viewing videos on your computer. Do not bring work unrelated to class. Do not watch soccer (or other games) in 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.

Technology is ever present in our lives, and I am sure you will have phones, watches, and other 'smart' devices with you, such as pens and glasses. I will not restrict you from bringing such items to class, but please do not record without appropriate consent and/or accommodations.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 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).

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 Student Wellness Center, (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

Campus Carry Rules/Policies

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

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

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.”](#)

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 professor. Also, please carefully note the due dates for the papers. This is not a synchronous class, but we must maintain a schedule of due dates for the papers. The papers take you through a ‘leveling process’ and you need to complete them by a certain day to ensure successful completion of the course. The papers come pretty fast and furious, so be ready to hit the ground running!

Course Schedule

Module	Activities/Assignments	Readings
Module One	Introduction to World History D2L Quiz: How to write the paper, how to cite, how to get a 100% in discussion and more!	Preface, working with primary sources, prologue, and Chapter 1 in both <i>Ways of the World</i> and <i>Thinking from the Sources</i> *From here on out: chapter designations mean that you need to read the chapter(s)

		indicated in both the textbook, <i>Ways of the World</i> , and the primary source reader, <i>Thinking through the Sources</i>
Module 2	Prehistory to Agriculture—the Birth of Towns Assignments: Paper One Due 9 July 8:00 am	Chapter 2
Module 3	Early River Valley Civilizations Assignments: Revisions to Paper One Due 13 July 8:00 am	Chapter 2
Module 4	The Rise of Civilizations around the World Assignments: Paper Two Due 15 July 8:00 am	Chapters 3, 4, and 5
Module 5	The Classical Period—India and Southeast Asia	Chapters 3, 4, and 5
Module 6	The Classical Period—Greece and the Hellenistic World Assignments: Paper Three Due 20 July 8:00 am	Chapters 3, 4, and 5
Module 7	The Classical Period—Rome and China Last Day to Drop a Class with a 'W': 22 July	Chapters 3, 4, and 5
Module 8	New Civilizations in the Americas, Africa, and Western Eurasia Assignments: Paper Four Due 24 July 8:00 am	Chapter 6
Module 9	The Spread of Civilizations	Chapter 7

Module 10	The Postclassical World Assignments: Paper Five Due 28 July 8:00 am	Chapter 9
Module 11	Blending of Civilizations in the Postclassical World	Chapter 9
Module 12	Postclassical Civilizations in the Far East Assignments: Paper Six Due 31 July 8:00 am	Chapter 8
Module 13	Postclassical Civilizations in the Far West Readings: Chapter 10	Chapter 10
Module 14	Global Connections: The Rise and Fall of the Mongols Assignments: Paper Seven Due 4 August at 8:00 am	Chapter 11
Module 15	Global Connections: The Age of Exploration	Chapter 12
Final	Assignments: Final Paper Due 6 August 8:00 am	No Readings

Appendix A: Standards/Competencies (4-8)

Required alignment to all applicable state/national standards (including INTASC/TEXES test framework competencies for certification courses-grad and undergrad).

Assignment/Module/ Course Activities	Standard or Competency
Lecture	Competency 001 A
Paper	Competency 001 B
Paper	Competency 001 C
Paper	Competency 001 D
Paper	Competency 001 E
Paper	Competency 002 F
Paper	Competency 002 K
Lecture	Competency 005 A
Paper	Competency 005 B
Paper	Competency 005 C
Paper	Competency 005 D
Lecture	Competency 005 E
Lecture	Competency 005 G
Paper	Competency 005 J
Paper	Competency 005 L
Lecture	Competency 005 M
Paper	Competency 005 Q
Paper	Competency 005 R
Discussion and Lecture	Competency 006 F
Discussion and Lecture	Competency 006 J
Paper	Competency 006 L

Appendix B: Standards/Competencies (7-12)

Required alignment to all applicable state/national standards (including INTASC/TEXES test framework competencies for certification courses-grad and undergrad).

Assignment/Module/ Course Activities	Standard or Competency
Paper	Competency 001 A
Paper	Competency 001 B
Paper	Competency 001 D
Paper	Competency 002 A
Lecture	Competency 002 C
Lecture	Competency 002 D
Lecture and Paper	Competency 002 E
Lecture and Paper	Competency 0502 F
Lecture	Competency 003 A
Lecture	Competency 003 B
Lecture	Competency 003 C
Lecture	Competency 003 D
Lecture	Competency 003 E
Paper	Competency 014 D
Paper	Competency 014 G
Paper	Competency 014 J
Lecture and Paper	Competency 016 A
Paper	Competency 016 C
Lecture and Paper	Competency 016 E
Lecture and Paper	Competency 016 F
Lecture	Competency 016 G
Paper	Competency 019 A
Paper	Competency 019 B
Paper	Competency 019 C
Paper	Competency 019 E
Paper	Competency 019 F
Paper	Competency 022 A
Lecture and Paper	Competency 022 B
Lecture	Competency 022 C
Paper	Competency 024 A
Paper	Competency 025 B
Paper	Competency 025 C
Paper	Competency 025 D

Discussion Paper One

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. It also asks you to think about ways to study the past without written sources. Please follow the directions below using your textbook and the primary sources. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:

1. Using the lectures (PPTs), the textbook, the primary sources, and secondary sources ("Historians' Voices") from chapter one, **briefly describe Paleolithic peoples.**
2. Then, respond to the following: our understanding of Paleolithic peoples is uncertain and often based on speculation, guesswork, or even imagination. Yet, both oral traditions and physical remains offer an understanding of human history before writing. **Do you agree--can we understand human history before writing based on oral traditions and physical remains, or do these works/items only have meaning for those who created them?**
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 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 Strayer book, you cite as follows:
 - Strayer argues "... " (Strayer, 17).
 - If you use something from a document, cite as follows:
 - Writing about the Persians, Herodotus states that they [the Persians] love wine and drink large amounts of it" (Herodotus, *The Histories*, 131).
- 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.

Discussion Paper Two

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 the second paper you will continue to work with primary and secondary sources, but in this paper you will start to work with written material. Please follow the directions below using your textbook and the primary sources. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:

1. Using the lectures (PPTs), the textbook, the primary sources, and secondary sources ("Historians' Voices") from chapter two, **briefly describe "civilization."**
2. Then, respond to the following: **Do early civilizations share more similarities or differences? Be sure to explain your choice with proof.**
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 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 Strayer book, you cite as follows:
 - Strayer argues "... " (Strayer, 17).
 - If you use something from a document, cite as follows:
 - Writing about the Persians, Herodotus states that they [the Persians] love wine and drink large amounts of it" (Herodotus, *The Histories*, 131).
- 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.

Discussion Paper Three

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). Please follow the directions below using your textbook and the primary sources. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:

1. Use the lectures (PPTs), the textbook, the primary sources, and secondary sources ("Historians' Voices") from chapter three.
2. Then, choose from one of the following questions. You only have to address one question in your paper. Please note on which question you are responding in your paper.
 - a. From what position and with what motivation did these writers compose their documents/works of art? How did this affect what they had to say or how they portrayed someone/something?
or
 - b. "Power" refers to the ability of rulers to coerce their subjects into some required behavior, while "authority" denotes the ability of those rulers to persuade their subjects to obey voluntarily by convincing them that it is proper, right, or natural to do so. What appeals to "power" and "authority" can you find in these sources? How does the balance between them differ among these sources?
or
 - c. To what extent and in what ways did religion underlie political authority in the civilizations of the second-wave era?
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 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 Strayer book, you cite as follows:
 - Strayer argues "... (Strayer, 17).
 - If you use something from a document, cite as follows:
 - Writing about the Persians, Herodotus states that they [the Persians] love wine and drink large amounts of it" (Herodotus, *The Histories*, 131).
- 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.

Discussion Paper Four

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). Please follow the directions below using your textbook and the primary sources. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:

1. Use the lectures (PPTs), the textbook, the primary sources, and secondary sources ("Historians' Voices").
2. Then, choose from one of the following questions. You only have to address one question in your paper. Please note on which question you are responding in your paper.
 - a. In what ways were these sources (in chapter four) reacting against the conventional wisdom of the times? How was each shaped by the social and political circumstances in which it was composed?
or
 - b. What is the relationship between religion, which explores the transcendent realm of the gods or the divine, and moral behavior on earth in these sources (chapter four)? How does the "good life" relate to politics?
or
 - c. How does each of these (chapter four) sources characterize the fulfilled person or the fully realized human being? How does it define personal virtue?
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 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 Strayer book, you cite as follows:
 - Strayer argues "... (Strayer, 17).
 - If you use something from a document, cite as follows:
 - Writing about the Persians, Herodotus states that they [the Persians] love wine and drink large amounts of it" (Herodotus, *The Histories*, 131).
- 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.

Discussion Paper Five

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). Please follow the directions below using your textbook and the primary sources. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:

1. Use the lectures (PPTs), the textbook, the primary sources, and secondary sources ("Historians' Voices").
2. Then, choose from one of the following questions. You only have to address one question in your paper. Please note on which question you are responding in your paper.
3. You must use at least 4 different primary sources.
 - a. To what extent did women in the second-wave era internalize or accept patriarchal values of their society? Why? In what ways were women able to challenge at least some elements of their societies? Please use the sources from chapter five.
or
 - b. Drawing on the sources from chapter six *Thinking through the Sources*, compare the Maya to other second-wave era civilizations. How might the Maya be considered a smaller-scale version of the second-wave civilization of Eurasia? In what ways were the Maya different?
or
 - c. Drawing on the sources from chapter six of Strayer, *Ways of the World* compare Axum to other second-wave era civilizations. How might Axum be considered a smaller-scale version of the second-wave civilization of Eurasia? In what ways was it different

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 Strayer book, you cite as follows:
 - Strayer argues "... (Strayer, 17).
 - If you use something from a document, cite as follows:
 - Writing about the Persians, Herodotus states that they [the Persians] love wine and drink large amounts of it" (Herodotus, *The Histories*, 131).
- 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.

Discussion Paper Six

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). Please follow the directions below using your textbook and the primary sources. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:

1. Use the lectures (PPTs), the textbook, the primary sources, and secondary sources ("Historians' Voices").
2. Then, choose from one of the following questions. You only have to address one question in your paper. Please note on which question you are responding in your paper.
3. You must use at least 4 different primary sources.
 - a. Drawing on the sources from chapter seven, how would you describe life on the Silk Roads? What were its attractions? What made it a difficult or dangerous route?
or
 - b. No national culture develops as a single set of ideas and practices. Describe China during the Tang and Song dynasties. Then, compare China to Japan during these same dynasties. What are the similarities? What are the differences? Use chapter eight.
or
 - c. In what different ways do the various voices of Islam represented in the sources understand and express the common religious tradition of which they are all a part? What grounds for debate or controversy can you identify within or among them? Use chapter nine.

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 Strayer book, you cite as follows:
 - Strayer argues "... (Strayer, 17).
 - If you use something from a document, cite as follows:
 - Writing about the Persians, Herodotus states that they [the Persians] love wine and drink large amounts of it" (Herodotus, *The Histories*, 131).
- 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.

Discussion Paper Seven

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). Please follow the directions below using your textbook and the primary sources. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:

1. Use the lectures (PPTs), the textbook, the primary sources, and secondary sources ("Historians' Voices"). You must use at least 4 different primary sources.
2. Then, choose from one of the following questions. Please note on which question you are responding in your paper.
 - a. It may be difficult for modern Westerners to fully grasp how extensively religion shaped the worldview of people in earlier times. In what ways do these sources reveal such a religiously based outlook on life? To what extent was the posture of European Crusaders toward Muslims, Jews, and Eastern Christians similar? Are the similarities a reflection of their religious worldview or something else? Use chapter ten.

or
 - b. What can we learn about how humans react to natural disasters from studying the Black Death? What similarities and differences can you identify in how people experienced, understood, and reacted to the plague, both between and within particular societies? Use chapter eleven.

or
 - c. Although the sources that you have all derive from Europeans, what might we infer, reading between the lines, about how the West African, Indian, and Native American figures may have understood these encounters? Use chapter twelve.

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 Strayer book, you cite as follows:
 - Strayer argues "... (Strayer, 17).
 - If you use something from a document, cite as follows:

- Writing about the Persians, Herodotus states that they [the Persians] love wine and drink large amounts of it" (Herodotus, *The Histories*, 131).

Final 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). You are now a practiced historian and it is up to you to make some conclusions about civilizations. You need to use a variety of primary sources from at least four different chapters in this paper: one from early peoples; one from the first-wave era; one from the second-wave era; and one from the third-wave era. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

The Assignment:

1. Using the lectures, textbook, primary sources, textbook primary sources, handouts, etc., **define civilization.**
2. Then address the following: **How and why has the definition of civilization changed over time? Are there groups in world history who should be studied even if they do not fit the definition of 'civilization'? Who are they and why should we study them?**
3. You must use at least 4 different primary sources: **one from early peoples (chapter one); one from the first-wave era (chapter 2); one from the second-wave era (chapters 3-6); and one from the third-wave era (chapters 7-12).**

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 3 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 Strayer book, you cite as follows:
 - Strayer argues "... (Strayer, 17).
 - If you use something from a document, cite as follows:
 - Writing about the Persians, Herodotus states that they [the Persians] love wine and drink large amounts of it" (Herodotus, *The Histories*, 131).
- 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.

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 some 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 (4) 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 (3) 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 (2) (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	Few sources present (1) (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
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 a wide range of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style	Student only partially executes a 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	Student clearly understands the sources in the context of the times by demonstrating a sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Student partially understands the sources in the context of the time by demonstrating adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices	Student shows a vague understanding of the sources in the context of the time, demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices, and has difficulties suspending value judgements	Student shows little to no understanding of the sources in the context of the time and the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices; has difficulty suspending value judgements
Personal Responsibilities	Through verbal communication and analysis of the sources, provides a deep understanding of multiple worldviews, experiences, and power structures while articulating 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	Student shows a partial analysis of the sources through verbal communication; partial understanding of multiple world views; 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	Analysis of the source's actions more implied than stated or vague through verbal communication; vague understanding of multiple world views; vague articulation or implied understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a vague or an implied understanding of multiple cultural perspectives	Relation of values to actions not addressed