



Course Syllabus: History 1353  
Prothro-Yeager College of Humanities and Social Sciences  
Section X10  
Online Fall 2022

Contact Information

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Textbook & Instructional Materials

Robert Strayer and Eric Nelson. *Ways of the World: A Brief Global History with Sources*, Volume 1: to 1500, fourth edition. Boston; New York: Bedford/St. Martin, 2019. ISBN:9781319109752. [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](#).

Course Description (Course Catalogue)

This course is an introductory overview of the major events and trends in world civilization from the emergence of homo sapiens to c. 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.

Course Objectives/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 the 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. In order 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.

#### 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

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS 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 Policy

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 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.](#)"

### 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%

Assignments	Percentage
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

#### Attendance 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/exam. 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 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/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.

### 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.

#### 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.

#### Online Computer Requirements

Taking an online class 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 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](#).

### Drop Date

Last Day to drop with a grade of "W" is 24 October 2022. It is the student's responsibility to visit with their academic advisor prior to withdrawing from a class. Students must come to the Dean of Students office located in the Clark Student Center, room 104, to fill out a withdrawal slip.

### 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. If, however, 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.

### Grade Appeal Process

Students who wish to [appeal a grade](#) should consult the Midwestern State University [Undergraduate 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 assure successful completion of the course.

## Course Schedule

Week	Activities/Assignments	Readings
Week 1 22-26 August	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 <b>both</b> the textbook, <i>Ways of the World</i> , and the primary source reader, <i>Thinking through the Sources</i>
Week 2 29 August-2 September	Prehistory to Agriculture—the Birth of 'Civilization'  Assignments: Paper One Due 2 September 8:00 am	Chapter 2
Week 3 6-9 September	Early River Valley Civilizations  No class 5 September: Labor Day  Assignments: Revisions to Paper One Due 9 September 8:00 am	Chapter 2
Week 4 12-16 September	The Rise of Civilizations around the World  Assignments: Paper Two Due 16 September 8:00 am	Chapters 3, 4, and 5
Week 5 19-23 September	The Classical Period—India and Southeast Asia	Chapters 3, 4, and 5
Week 6	The Classical Period—Greece and the Hellenistic World	Chapters 3, 4, and 5



26-30 September	Assignments: Paper Three Due 30 September 8:00 am	
Week 7 3-7 October	The Classical Period—Rome and China	Chapters 3, 4, and 5
Week 8 10-14 October	New Civilizations in the Americas, Africa, and Western Eurasia  Assignments: Paper Four Due 14 October 8:00 am	Chapter 6
Week 9 17-21 October	The Spread of Civilizations	Chapter 7
Week 10 24-28 October	The Postclassical World  Last Day to Drop a Class with a 'W': 24 October  Assignments: Paper Five Due 28 October 8:00 am	Chapter 9
Week 11 31 October-4 November	Blending of Civilizations in the Postclassical World	Chapter 9
Week 12 7-11 November	Postclassical Civilizations in the Far East  Assignments: Paper Six Due 11 November 8:00 am	Chapter 8
Week 13 14-18 November	Postclassical Civilizations in the Far West  Readings: Chapter 10	Chapter 10
Week 14 21-23 November	Global Connections: The Rise and Fall of the Mongols  Holiday Break: 23-27 November  Assignments: Paper Seven Due 23 November at 8:00 am	Chapter 11

Week 15 28 November-2 December	Global Connections: The Age of Exploration  Last Day of Classes: 2 December	Readings: Chapter 12
Final Examinations 3-9 December	Assignments: Final Exam Due 5 December 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/TEExES 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.
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## 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).

## Discussion Paper Eight/Final Exam

### 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:

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

\*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
<b>Critical Thinking: Explanation of the Issue</b>	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
<b>Critical Thinking: Use of Evidence</b>	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
<b>Critical Thinking: Conclusion</b>	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
<b>Communication and Writing</b>	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
<b>Intercultural Knowledge</b>	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
<b>Personal Responsibilities</b>	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 sources 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