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Welcome to History 101: Western Civilization, Ancient and Medieval

This is a course focusing on the history of Europe and the Near East from 8000 BC to AD 1550. While it is primarily western history, we will look some at the West’s interactions with the rest of the world as well. Who’s teaching this course? My name is Laura Trauth, and I’ve taught history for eleven years, nine of them at CCBC. Before coming to the college, I taught other subjects as varied as SAT prep, art history, and biology. My historical specialty is in early modern history, and I currently do research at the Catholic University of America. My hobbies include reading, gardening, bird watching and baking.

I hope you enjoy this course and find it both interesting and challenging! One way to make sure you do is for us to clearly set the expectations at the very beginning. I don’t want you to expect the same experience that you had in High School! College learning experiences are very different than high school course work. I’ve talked to many students here who’ve told me that they only needed to study a total of five or six hours a week in high school! In college, you should expect to study six to eight hours a week outside of class per 3 cr. course in order to do well! Obviously this can be a big change, and equally big commitment!

Time isn’t the only difference between college and high school. In college you are assumed to be a professional student in charge of your own learning. I’m sure you’ve heard the adage: give a man a fish and you’ve fed him for a day, teach him to fish and you’ve fed him for a lifetime? Well, elementary and middle school were all about giving you a whole lot of fish. High School was about learning to fish. In order to cover the required materials, college instructors have to assume you’re well on your way to that goal of being self sustaining. In a sense, then, we focus on the more advanced “catching” strategies, and require you to bring a lot more of the fish to class yourself!

To get away from the sea food analogy, what this means is that in this course and most others, you will be responsible for getting information out of the textbook on your own, for getting assignments in on time, realizing when a test is coming up, coming to the instructor for help if you need it, and so on. An important concept in doing this is called Locus of Control. Realize that you have a great deal of control over your life. You may not be able to affect outside events, but you and only you determine how you react to them.

Here’s an EXAMPLE of Locus of Control: two students who found learning the textbook material hard: ‘Jane’ put off doing the reading. She blamed the text because it was too hard and uninteresting, blamed her roommate for playing loud music that broke her concentration, and blamed the teacher for not going over it in lecture. ‘Joe’ confronted the problem head on and tried to figure out why he found this particular text hard. He set aside time to make himself work on the material, and talked to the teacher about more efficient ways to get the important information. Who took responsibility for their problem? Who took control of it? Who do you think earned the higher grade? Taking control is hard, but always very rewarding!

CCBC Essex is a learning-centered institution, and taking responsibility for your own education is a big part of this. But another big part of the philosophy is the idea that you aren’t in it alone! If you are having problems, ask questions about the material in class, or come talk to me and I’ll provide lots of strategies and tips. The Student Success Center, Writing Center and Library staff can all provide you with help too! If you are willing to put the time and effort into learning, you will find CCBC and me committed to helping you anytime, anyplace, and anywhere. For example, this course book and much more is available on-line, and I hold “virtual office hours” via e-mail and occasionally chat so I’m available to you in the evening!

So this is it! Take the plunge! This is a tough course – anything else wouldn’t challenge you to excel! But you have my promise I’ll also do my best to make it an interesting course where you’ll learn to see and analyze the world you live in. You’ll hear funny stories and meet interesting people, both in the pages of the textbook and in the classroom next to you. You’ll learn history, but you’ll also learn how to learn a lot, and when it comes down to it, that’s what college is all about!
Part I: Syllabus and Policies
HIST 101: History of Western Civilization I: Ancient & Medieval

Professor: Laura Trauth  
Office: L312A  
Phone/Voice Mail: 410-780-6153  
E-mail: LTrauth@ccbcmd.edu  
Course Web Page: http://faculty.ccbcmd.edu/~ltrauth/history/  
Office Hours: MWF 12:15-2:15 pm & by appt.  
By email weeknights ~ 5-7 pm

General Course Information

General Objectives:
The successful student will, after completion of this course, be familiar with the flow of major events that form the backbone of Western history. You will also be able to analyze primary and secondary historical texts and communicate this knowledge clearly and concisely through discussion and written assignments. The goal of this course is not simply for you to learn history but to start becoming a historian yourself!

Required Books and supplies:
2. Course ThinkBook (this thing!)
4. Any good pocket-sized English dictionary

Grade Components*:  
<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Midterms (50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam (125 cumulative)</td>
<td>75</td>
</tr>
<tr>
<td>SWoRD Paper (75)</td>
<td>75</td>
</tr>
<tr>
<td>SWoRD Paper Reviews, Back reviews</td>
<td>100</td>
</tr>
<tr>
<td>11 Book quizzes (5 or 14 pts each)</td>
<td>75</td>
</tr>
<tr>
<td>History Labs (15 each)</td>
<td>45</td>
</tr>
<tr>
<td>Practice Essay</td>
<td>20</td>
</tr>
<tr>
<td>Participation/Attendance**</td>
<td>+10/-25</td>
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Total Points: 500

Final Grade Determination:  

<table>
<thead>
<tr>
<th>Points Range</th>
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<tbody>
<tr>
<td>450-500</td>
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<td>400-449</td>
<td>80-89</td>
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<td>350-399</td>
<td>70-79</td>
<td>C</td>
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<tr>
<td>300-349</td>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>299 or less</td>
<td>0-59</td>
<td>F</td>
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Requires special circ. I  
Requires attendance AU

*Web students should see their online addenda to this document for their assignments, which will be similar but not identical.

**Active participation in class and small-group discussions will count for 10 points of the total grade. Unexcused absences of more than three (3) class-hours (a standard MWF class is one hour) will result in a loss of 25 points from your final score. Multiple absences beyond these will result in a continued loss of points at a rate of five points per class-hour and can result in a failing grade. DOCUMENTED absences for a good reason (family emergencies, work conflicts, illness, official collegiate activities, etc.) are excusable. Please be on time so as not to disrupt the day’s activities. Persistent late arrivals will be treated as absences.
Assignments and Policies

ASSESSMENTS:

The exams will be a combination of multiple choice, map, identification, and essay questions. More detail on the format of the IDs and Essays is given in the Rubrics section, and review information will be available before the exams themselves. The midterms will focus primarily on 3-4 chapters each. There is a cumulative final worth 125 points. However, if you don’t miss or fail a midterm, you don’t need to take this cumulative final. Instead you’ll have the option of a third non-cumulative midterm. You may use a 3x5" hint card of notes on each of the exams, but they are otherwise closed book and closed notes.

The quizzes are based on the book readings. Quizzes 1, 2, 4, 5, 6, 8, 9, and 10 are five (5) points each and only multiple-choice. Quizzes 3, 7, and 11 (the one before each midterm) will also have an ID portion and will be worth 14 points. The quizzes will prepare you for the multiple-choice and ID portions of the exams. The Practice Essay will prepare you for the essay portions of the exams.

PAPERS:

The College writing policy states that clear, correct, and concise writing is an important factor in your education. Poor writing will affect your grade on the paper. Please see the rubrics section for more on how the papers will be graded.

The Practice Essay is one page long. It’s typed and you submit it in both hard copy and to a WebCT dropbox. Instructions are on WebCT and in this document. To write it, you’ll use your textbook and a provided set of primary sources. It must be typed and proofread. The Practice Essay prepares you to write both the Web Research Paper and the Exam Essays.

There is a Web Research Paper also. It is short (2-2.5 pages), but requires critical thinking and must be typed and proofread. This paper will be peer graded in its initial stages. We’ll use a program called SWoRD to do this, and you’ll receive a grade for your reviews as well as for the paper itself. For information and help with SWoRD, go to this web link: http://www.lrdc.pitt.edu/schunn/SWoRD/links.html

LABS:

Labs are just for science class right? Well, no. We’ll do some in here too. The labs will mostly be done in class. You will be able to write them up afterwards and submit them a few days later. Some will be group projects and some will be individual. They are less formal and will be handwritten on the form(s) provided. All the labs involve active learning. We may also take a trip to a local museum (an alternate assignment will be provided for those who document that they cannot visit the museum due to work, transportation, illness or something similar.
CLASS FORMAT:

You’ll find that while there’s some lecture in this class, that’s not going to be the main format. Educational research has shown that most students do better in an interactive environment rather than a passive one where we just listen. And that should be no surprise! How did you learn to ride a bicycle, or surf the web? You learned by doing right? Well, history is no different! So here’s the way each unit will work:

DAY 1: First I’ll ask you to write down both your clearest (with name) and muddiest (anonymous) point of the chapter of the book being covered. Then you’ll hand those in and take a 5 or 14 point quiz on the chapter. We’ll usually grade these right there in class, and then you’ll hand them in. While you take the quiz, I’ll pair up clearest and muddiest points. Wherever someone in the class has a clearest point that’s the same as one of the muddiest points, I’ll ask that person to explain their point.

DAY 2: We’ll continue explaining points. I’ll talk about the muddiest points that weren’t already discussed and those that people want to learn more about. I’ll also usually introduce some concepts or ideas not in the book.

DAY 3: We’ll wrap up any discussion and do some sort of activity. We might do a lab, or this might be the day of a midterm. Maybe we’ll discuss some of the resources we’re using in the class or see a video. We might visit the library or even a local museum. Then the next week, we’ll start over again!

Sometimes we may have more material to cover and the chapter will take four days, but three will be the norm. As you can see, it will be important to attend regularly!

EXTRA CREDIT:

Extra credit opportunities will be discussed later. Extra credit is a privilege and is offered ONLY to those students who regularly attend and seriously attempt all required work. Extra credit can not replace any points lost by failing to do an assignment or a rewrite, or through un-excused absences, and plagiarism will result in the loss of extra credit in addition to other penalties. But for students who meet these criteria there will be nearly a letter grade of extra credit available.

What do the restrictions mean? Suppose a student decides not to do the SWoRD reviews. Those are worth 100 points. That means that, regardless of extra credit, that student can never earn more than 400 out of 500 points for the class.

If you have a major, documented emergency during the term, you may be able to do a larger extra credit project. If you’re failing the class, however, you do need to show improvement in regular credit assignments before we discuss any additional extra credit beyond the small assignments available to all students. Why? Being distracted by extra work if you’re struggling with the core work will only hurt your grade!
Make-Ups and Late Papers:
For logistical reasons, there are NO makeups held for a missed midterm. If you miss one midterm for an *EXCUSABLE, DOCUMENTED* reason, you will take the cumulative final at the end of the semester. If you fail a midterm, you must also take the cumulative final to replace the grade.

For logistical reasons there are NO makeups of Quizzes, regardless of the reason missed, unless you can attend a test at another scheduled time (i.e. with the other class). There are many extra credit points given over the course of the term that are available to all students. If you miss one prep test but do well on the others, you’ll still come out ahead in points. If you don’t miss any prep tests, all these points are “freebies!”

The papers and labs are due **IN-CLASS** on the day listed in the syllabus for your section (as well as on WebCT if specified). Don’t miss class to finish your paper. That’s not an excused absence! If you don’t get the paper to me in class, you can **take a chance** on finding me later that day on campus. I make no guarantees! I might be there until 2pm or even later, or I might have to leave early that day for a meeting at Catonsville. All papers that are in my hands by the time I leave campus on the day due will be able to earn full points. Papers permanently lose 25% of the available points per WORK DAY that they aren’t turned in to me. You can NOT earn these points back by rewriting.

What if your schedule or learning style means you require more time for finishing a paper? Maybe you’re going out of town. Maybe you need more time to proofread. Maybe you’ve got a big exam on the day the paper is due! In that case, come see me and I can give you the information you need to start the paper **EARLY** and finish it on time!

Any short extra credit assignments that are offered **must also** be turned in at the required time. There are no exceptions for any reason, as these assignments are, in many ways, privileges for attending and participating. If you are not present when they are handed out, it is your responsibility to get the assignment from a classmate and turn it in on time.

**All reasons given for missing a class/assignment MUST be verifiable.** Written verification is preferred, but other means of verification **MAY** be acceptable at the instructor’s discretion. If you know in advance that you will be missing class, speak to me about the conflict before the day(s) you will be absent. In other cases, contact me at the **earliest possible time.**
OTHER CLASSROOM/COLLEGE POLICIES:

Inclement Weather Policy:
Should it be necessary for the College to close or abbreviate its schedule because of poor weather, announcements will be made on WBAL, 1090 AM, after 6:30 am. The closing will also be announced on our web page. In addition, a recorded announcement of delays and closings is available if you call the campus switchboard. Please note that you must call this campus! Closings at Catonsville or Dundalk may or may not be reflected here.

If the College’s opening is delayed, you are expected to be where you would normally be at the announced opening time. In other words, if you have a class scheduled from 10:10 to 11:05 am and the campus opens at 10:30, that class will meet from 10:30 to 11:05 – it is not canceled! But use common sense too. If the college opens with 5 minutes left in a class, we won’t try to accomplish anything. 20 minutes, on the other hand, is enough time to hold part of a class. If a scheduled exam in this class is cut short by a delayed opening, it will be moved to the next regularly scheduled class period and we will have a regular class meeting during the shortened period. Also, if you feel you can not safely get to campus, please don’t try! Email or call me to let me know right away, and submit anything due that day via email to stop the clock. Schedule changes due to weather will be posted on the class web site by noon on the canceled day. Please check there to find out what exactly you need to do!

Dropping and Withdrawing:
If you find yourself in a situation where you are considering leaving the course, please come talk to me about all your options. Once you drop the class, you can’t get back into it, so talk to me first! For example, sometime your situation might make auditing or a grade of “Incomplete” a better choice. For an incomplete, you must have a serious documented emergency and you must also have completed most of the course requirements.

An Audit is similar to a W. Like a W, you don’t earn any credits. However, it tells anyone looking at your transcript that you continued to attend the class. So for an Audit, you don’t have to do any of the assignments for the class, but you must continue to attend according to the stated attendance policy (criteria differ for web classes). If you don’t continue to attend after switching to an Audit, then your AU will become a W.

If you decide to drop the course as a credit course, regardless of the reason, please remember to fill out all the official paperwork. If you cease to attend but remain on my class role, I will have to give you a failing grade. You can withdraw in the Registration Office. For legal/financial reasons, your other instructors and I CAN NOT drop you -- you MUST do it yourself. See the syllabus or college calendar for the last day to withdraw/audit.
Academic Honesty:
To cheat goes against all the concepts behind the Learning College. Plagiarism on papers, using secret notes on an exam or quiz, copying from other students (including materials from previous terms’ Western Civ courses), buying papers, or any other form of dishonesty is **ABSOLUTELY UNACCEPTABLE** under any circumstance.

You can and should study and brainstorm with other students, but ALL THE WORK YOU TURN IN in this course MUST be entirely your own. All outside material referenced in papers must be adequately identified as such for the paper to receive a grade. In other words, if you used the textbook or other sources, you MUST cite them – BOTH direct quotes AND paraphrases.

To discourage anyone from feeling tempted, **ALL papers in this class that are not actually written in class will be submitted to a plagiarism detection site.** Also to discourage cheating, penalties for academic dishonesty are straightforward – at the very least you can expect to lose all the points available on that assignment. You may fail the entire course. Plagiarism can potentially lead to further disciplinary proceedings before the college’s new conduct committee and can affect your sports or scholarship eligibility and more.

Who cares? **YOU should!** Imagine yourself seated at Graduation, all the years of hard work behind you. The person sitting next to you says smugly, “What a crock. I didn’t do any work at all in my classes and no one ever caught me cheating.” How would that make you feel? If our some of our local employers overheard such a comment, what would that do to your chances for a good job? **Cheating hurts every student.** Just as shoplifting results in higher prices for everyone, so cheating cheapens the value of **YOUR** hard work.

Classroom behavior:
The **Campus Code of Conduct** is in effect at all times when you are in class or on campus. If you are not familiar with the Code, you will find a copy in the College Catalog and the free planners distributed by the Student Activities office. Things you need to be aware of in this course specifically include the following:

**Talking**
I encourage all students to ask questions and participate actively in the educational process. **However, all conversations carried on by all of us during class should be polite, respectful of fellow learners, relevant to the topic being discussed, and addressed to the entire classroom or current Cooperative Learning Group.** The classroom is a place to learn and grow. **There is no place here for hateful or discriminatory language.** NOTE: there is no talking during prep tests and exams in order to allow everyone to concentrate and to ensure that each person’s work is their own. Respect everyone in the classroom, and treat them as you’d like to be treated.
Seating and Technology
Normally you’re expected to remain seated throughout the class. If, however, you need to leave the room, please do so quietly so as not to disturb your fellow students. You don’t need to ask my permission to get a drink of water or go to the restroom, except during an exam or quiz. If you have a medical condition that requires you to stand or move, just talk to me before class and we’ll work out a solution. During exams, please sit as far from your fellow students as the number of chairs will allow (i.e. every other seat if possible) and make sure the chairs are evenly spaced. If you need access to a plug for a laptop, we’ll certainly try to accommodate you!

Audible cell phones and pagers are not allowed in class, period. Please turn them completely off of possible when you get here – that will make it easiest for you and classmates to focus on the subject matter. If you have an emergency situation that requires you to have a phone or pager, please set it to vibrate or text message mode so it doesn’t disturb others! Hand-held games, CD players, and other personal entertainment devices are also not appropriate in the classroom – they detract from your learning and that of your classmates.

Apparel
Generally, what you wear is entirely your business! Hats with brims are not allowed during quizzes or exams, however. They may be removed or the brim may be rotated to the back (in a baseball style hat). If any students wear clothing that disrupts the class for some reason, the issues will be resolved on a case-by-case basis.

Food and Drink
OK, I’m a caffeine addict teaching early classes, so believe me, I get it! Soft drinks are permissible during class, as long as you leave the classroom in the same shape it was at the beginning of class. Soda bottles and cups should be thrown away, and you should be prepared and willing to clean up any spills! Food is generally louder and messier, and I’d prefer that you don’t bring food into the classroom. Gum is fine if long as you keep it to yourself (i.e. no bubbles, cracking noises, etc.) and dispose of it properly. Alcohol and other drugs are not allowed, nor should you come to class under the influence of such substances. This doesn’t refer to properly used over-the-counter medications or substances legally prescribed to you by a doctor. It does, however, include tobacco. It’s a college regulation that no tobacco may be used inside CCBC buildings.

Violence and Lack of Civility
Our campuses are generally very safe. Unfortunately, the number of violent incidences on college campuses is growing nation-wide, and that could someday affect us. CCBC is, however, doing everything possible to make your learning experience a safe one, and does not tolerate violence or the threat of violence on campus at any time. Please see the Security office in E Building for tips on protecting yourself and your possession both on- and off-campus. Uncivility is also not acceptable. Threats and insults do not belong in a collegiate environment. Any time you feel angry or tempted to speak out towards another, remember one thing: most of the things people do that make you angry aren’t
intentional. The person probably doesn’t realize they’re ‘punching your buttons.’ Always assume ignorance rather than malice and (politely) critique the behavior rather than the person.

Learning and Lifetime Resources

College is challenging and requires a significant commitment from the learner in terms of time and effort. No one has to face this challenge alone, however! The College has many resources that can help you in this course and others, as well as with balancing school with other aspects of your life. The most obvious resource is me – the person who will be facilitating learning in your section! I’m here to help you master the course content as well as improve your writing, analysis, and study skills. If you need help with any aspect of the course, call me, e-mail me, or come see me during my office hours. You don’t need an appointment to come by unless you can not make it during any of my scheduled times. If this is the case, I’ll gladly work with you to find a good time.

I can also help accommodate special needs you may have. For example, if you have a learning disability or known schedule conflict and think you are going to need more time on a paper, I’ll be very happy to talk to you about the paper early, so you can have that time and still meet the deadline. Likewise, if you require extra time on quizzes and exams because of a documented disability, we’ll arrange to meet your needs as soon as you come tell me about them. Dictionaries are allowed on exams to assist those for whom English is a second (third, fourth) language.

You can access course material for this class at anytime and anywhere that you have access to the Internet. You’ll find this course book as well as tutorials, a bulletin board, reviews, study games, assignments, sample papers, and other resources at:

http://faculty.ccbcmd.edu/~ltrauth/history/

In addition, there are many other resources which you may wish to take advantage of such as:

Counseling and Academic advising Services:
The Counseling Center, located on the second floor of the Academic Support building (E-bldg.), offers academic advising and transfer counseling to the general student population. Psychological consultation and referral services are also offered. Drop in during walk-in hours for a brief visit or call 780-6973 to make a half-hour appointment with a counselor. Day or evening hours are available. Advisors assist students in course selections and developing individual educational plans. All new students should meet with a counselor to discuss course selection based on assessment and placement test results and educational goals. The Counseling Center also offers transferable credit courses such as Student Development (SDEV) 101 - Achieving Academic Success. This course "focuses on
attitudes and behavior that affect student success and helps the learner develop concrete and practical strategies to increase their chances for academic success.

**The Office of Diversity and Academic Support:**
The Office of Diversity and Academic Support is located on the first floor of the college community center and offers such programs as: Mentoring, Student Orientations, Cultural Activities, the Bally Scholarship, the Black Student Union and Hispanic/Latino Student Union, and the Focal Point series of lectures.

**The Office of Special Services:**
The mission of the Office of Special Services is to meet the needs of CCBC students with disabilities. Their services can help anyone with a physical or learning disability or chronic health impairments. They also offer the services of a consulting psychologist. They are located on the first floor of E building in the Counseling/Testing area. For an appointment with one of their staff members, please call 410-780-6741 (voice) or (410) 238-4601 (TTY).

**Project START:**
Project Start is a federally funded program that was initiated to help students maximize their potential both academically and personally. Project START is staffed by a Student Transfer and Retention Team. It is located on the first floor of E building and offers services such as help with raising grade point average, Study Skills and Test Taking Workshops, Tutoring Services Career, Transfer, and Personal Counseling, Time Management Workshops and Financial Aid and Personal Finance Workshops. Anyone who wants to do the following things can apply: raise your GPA, get help in transferring to a 4 year institution or deciding on a career track, get assistance in academic planning, or find a tutor. Contact Project START at 410-780-6544.

**The Student Success Center:**
The Center is located in E307 on the third floor of the E building, and provides support such as tutoring for most courses in most programs. Tutoring is a wonderful resource for all learners. Tutors are personal trainers for academic subjects and having their feedback and encouragement will help you master this and other subjects! The Success Center also has computer programs that can analyze your learning and study styles among other things! Stop by or call 410-780-6820 and the staff will quickly help you find what you need. No appointments are necessary! If you have earned an A in a history class and would like to tutor, please talk to me!

**Turning Point:**
Turning Point is a program designed to assist displaced homemakers (individuals over the age of 30 who have lost financial support due to separation, divorce, death, or disability of a spouse), and single parents in the difficult transition between the homemaking experience and the job market. The counselors in Turning Point offer: Career Counseling, Academic Planning, Personal Support and Support Groups, Job Placement and Tuition Assistance. Call 410-780-6846 for more information.
The Writing Center:
The Writing Center is run by the English Department (H&A Building, Room H339, Phone 410-780-6799). They will give you valuable feedback on writing or rewriting papers. They can help you with grammar or structural issues, as well as with the challenge of making a rigorous argument in your paper! They also have an on-line writing lab, the OWL, which can be accessed from the web and the Library (another great resource!) and Other Resources page of the college web site.

Studygroups: CCBC will help you set up a study group. Just talk to the Office of Student Life. The college will help you find a room, and I’m happy to talk to your group about how to make the most of a study group. If I’m on campus at the time you meet and you’d like me to attend, I’ll do my best to be there.

Clubs: You’ll find that college is more interesting and engaging if you become involved in clubs and activities. The Office of Student Life can help you find out if there’s a club you’re interested in on campus and even help you start your own!

Common Course Outline

The overall requirements (number and format of test, papers, books etc.) for this course are derived from the Common Course Outline. This document is used by all three CCBC campuses and all the history courses to make sure the course meets certain minimum requirements for a college history course. All your CCBC General Education courses are based on common course outlines. This ensures that you can transfer all your Gen Ed credits and that CCBC remains an accredited higher education institution. Here are the course objectives from the Common Course Outline for this class:

Upon successful completion this course, students will be able to:

1. analyze and discuss the role of social institutions, individuals, ideas and inventions, power, economy, and social structure in the regions and times covered by the course.
2. demonstrate the capacity to characterize the various stages of western civilization according to what is distinctive about each era.
3. compare and contrast the characteristics of these historical cultures and define their relationship to preceding and succeeding eras.
4. demonstrate the ability to analyze and think critically about modern society as it relates to the past, and be able to identify the relevant antecedent events that have shaped the present.
5. analyze the relationship between ideas and the social institutions and forces which they shape and are shaped by.
6. analyze the relationship between ideas and the social structures and forces which they shape and by which they are shaped.
7. identify and analyze the way individual and cultural values infuse inquiry.
8. analyze the evolution of human ideas about nature, man, the state, and the role of religion in society.
9. describe and analyze the cultural diversity that exists within the traditions that constitute western civilization.
10. identify and describe the place and significance of western art, thought, and technology in their contemporary social, political, and economic contexts.
11. describe and analyze the role and condition of marginalized peoples (women, the under-classes, and ethnic and religious minorities) within pre-modern Europe and the Mediterranean.
12. identify and apply a variety of historical methods, sources, and interpretations.
13. express their understanding of the historical concepts above through identification of objective facts.
14. express their understanding of the historical concepts above through analysis of both primary and secondary sources.

The common course outline also sets the type and amount of work that a student should do in order to accomplish all the goals listed above. While individual instructors set the exact requirements for the course, the course outline describes the following minimums:

1. Significant required reading assignments, normally consisting of 450 pages or more of reading generally considered to be of college level.
2. Attendance and active participation in every class is expected.
3. Exams (minimum of 3) and quizzes consisting of a combination of objective and critical thinking/analysis components.
4. Written assignment(s) that allow for analysis of primary and/or secondary sources. Sources may include books, articles, on-line or electronic media, and art work/cultural performances. Written assignments will total a minimum of 600 words written in class, 2000 words written out of class...
5. Individual or group presentations of relevant materials.

Remember – while this may seem like a lot, the requirements were set in order to ensure that all courses within a discipline meet the same standards, that CCBC remains an accredited school and that all the credits you earn here are transferable to other schools across the country!
C.A.T.s or Classroom Assessment Techniques

Many classes wait until the big-points exams to help you evaluate your progress as a student. Even more classes, while they may have quizzes, wait until the end of the course to give the instructor feedback that can improve his or her teaching. Often teachers don’t get these course evaluations until weeks or months after the course ends! Now how much sense does that make!

There’s a better way! Classroom Assessment Techniques (C.A.T.s) are one of the ways that instructors can quickly and regularly assess where you are at in your studying, how clear lectures and discussions are, and what’s working best in the classroom. They are short, non-graded forms of feedback. Sometimes they’re anonymous, sometimes not. Sometimes we’ll write responses on the board, sometimes on paper.

We’ll use several forms of C.A.T.s from time to time in this class. I might ask you to summarize the main points of a chapter or a lecture in a paragraph or less. I might ask you to tell me the clearest and the muddiest points from lecture, or to make a practice ID. We’ll do these on note paper and they will only take a minute or two. Usually you won’t get them back, but we’ll take class time to discuss them and clarify those muddy points. The clearest and muddiest points are the ones we’ll use the most!

When we do C.A.T.s, please take the time to participate seriously and to the best of your ability! The C.A.T.s part of class participation and they really will help you get the most out of the course!
Grading Rubrics

What’s a grading rubric? If you’re an education major, you may already know! It’s a checklist that instructors use to make sure their standards are consistent and appropriate. All instructors have them, but they don’t always write them down. Mine certainly aren’t a secret! I want everyone to do well in this course, so I’m giving you the rubrics up front. They differ for different assignments.

The sample rubric below is for a paper. Rubrics are scored on a scale of 1-6, where 1 means the criteria is absent, 1 reflects work that is not being done at a college level and 6 is exceptional, well beyond what is expected. These convert easily to both a percentage scale and a letter grade scale. You will never have to do the conversion yourself, but I’ve included the conversion scale anyway so you’ll be able to see how I’m doing it. The ultra-detailed rubric at the end of this section is the basis for both paper and exam grading rubrics. The difference between an exam essay or practice essay and the formal paper is that structure and grammar count for more on a paper you have more time to write, and in a practice or exam essay, memorized book detail counts for more.

- For a practice or exam essay, grammar and structure count for 15-16%. For the formal paper, the grammar and structure count for 33%.
- In the formal paper, one category (Content) covers book facts, thoroughness in answering the whole scope of the question, and quotes from sources. In the essays that rely more on memorization, thoroughness, vocabulary and dates/places are three separate categories.

Short Versions of the Rubrics for Papers and Exam Essays

On the next page you’ll see the same thing that you’ll see on returned exams and papers – the short versions of the rubrics. They give only single words to categorize the different levels in the rubric: superb, good, fair, etc.

The detailed descriptions of what each number, 1-6, mean for each category is at the end of this section. So is the conversion from the 6-point rubric to a percentage and then to points on a paper. You can look these up as needed.
This is the SWoRD Paper Rubric (also on the Cover sheet). Note that content counts twice and 
structure once, so structure is a third of your grade. The rubric you’ll use to assess peer 
papers on SWoRD asks you to look only at MAJOR structural issues (is evidence cited, are there 
paragraphs, is the paper readable), not finer details (is the bibliographic format correct, is the 
usage of a particular word correct). I’ll do the latter!

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>superb</th>
<th>v. good</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking: Logical Argument and Depth of Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking: Synthesis and use of Sources</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Skills (if evaluated), use of facts (incl. date/place)</td>
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</tr>
</tbody>
</table>

Average Content Score: ______________________

Structure: Intro, Conclusion, Paragraphing

Grammar, Usage, and Typos

Citations and Bibliography

Average Structure Score: ____________________

Overall Score: (content+content+ structure)/3 = ______ = _____ % = ______ points out of _______

The Exam and Practice Essay Rubric looks like this. It’s similar but you can see there’s less 
emphasis on correctness of grammar and structure, and more emphasis on those things that 
indicate critical thinking (CT) and memorization of detail (names, dates, places):

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>superb</th>
<th>v. good</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughness: answers question asked, discusses all or most periods</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detail: uses specific examples (vocab) from class &amp; book, is factually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationships: has dates &amp; sense of chronology and conveys a sense of</td>
<td></td>
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</tr>
<tr>
<td>CT/Analysis: shows cause and effect, clear logic, cross-cultural patterns</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CT/Synthesis: integrates provided quote, uses info from dift. sources to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure: grammar, spelling, paragraphing - clear communication skills</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Average Score: __________________

What about the other parts of the exams?

Well there really are no rubrics per se for multiple choice or map questions. They are 
purely objective and worth one (1) point each.

- Places for the map questions don’t need to be spelled perfectly on handwritten 
exams. I just need to be able to sound out what you wrote and tell that it sounds 
like the right place.
- On WebCt tests, you will have a reference list of all possible places to pick your 
terms from so that they are spelled right. There will be more terms on the 
reference list than on the map, so you won’t be able to use process of elimination 
though!
The ID Clusters are graded as follows:

Each ID Cluster should tell:
- Who or what the term is for TWO TERMS (1 pt ea)
- Where each happened or where they were from if a person (1 pt ea)
- And when they happened/lived. The dates can be rounded (½ pt ea)
- Then the ID should relate the two terms to one of the 10 Big Questions (2 points ea.)
- Here’s an example ID cluster:

**Term 1: Charlemagne**
- Who: king/emperor (1 pt)
- Where: Francia (conquers much of W. Europe) (1 pt)
- When: AD 742-814 – exact dates are great!

**Term 2: Zoroaster**
- Who: religious prophet (1 pt)
- Where: Persia (1 pt)
- When: late 7th - early 6th c. BC - rounded dates (early/mid/late century) are fine too!

**BIG QUESTION:** both these terms are connected to: **Role of Religion in society**

**Compare/contrast:** both of these terms show that religion played many roles in society. Charlemagne used his role as protector of the Church and coronation on Christmas day as symbols bolstering his legitimacy. He also forced conquered people to convert and become a part of Christian culture. Zoroaster’s beliefs were found useful to the Persian rulers, who like Charles used religion for legitimacy, but also by the Persian people, especially once they had added helper beings into the belief so they’d have familiar spirits to pray to (4 to 5 points).

This ID cluster earned the full 9-10 points. When you take prep tests and exams, you will have to do some of my clusters, but will also have the choice of making your own from a sub-set of the vocabulary (you won’t know which words in advance though!)

The Big Questions are in the Learning Strategies handout and will be on the tests. You won't ever have to memorize them. Print them out, though, and keep them handy. That way you can think about them as you ID terms. When you make flash cards, list the relevant BQs on the back with the who/what where. This will also help you study for essays. Say you're being asked to learn an essay about government in the colonies for the midterm. Just pick out all the flash cards you've made on people or things that have to do with how you govern, arrange them in a good order, and you've got the outline of your essay!
Paper Rubric Score Conversion Table

To convert the 1 to 6 point score of the grading rubric to a percentage or to the number of points you have earned on the assignment, simply look up the score in the first column and read across. If you have an odd number (3.7, 5.9) then just split the difference between the rows above and below.

Remember that the 1-6 point score is an average of both content (worth 2/3) and structure (worth 1/3) scores. Significant problems with basic skills can, however, lead to an automatic “R,” regardless of percentage earned.

<table>
<thead>
<tr>
<th>6.0 Scale on Rubric</th>
<th>Percentage Grade</th>
<th>Points out of 50</th>
<th>Points out of 75</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>6.0</td>
<td>100.0</td>
<td>50</td>
<td>75</td>
<td>A+</td>
</tr>
<tr>
<td>5.8</td>
<td>98</td>
<td>49</td>
<td>73.5</td>
<td>A</td>
</tr>
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<td>5.6</td>
<td>96</td>
<td>48</td>
<td>72</td>
<td>A</td>
</tr>
<tr>
<td>5.4</td>
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<td>47</td>
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<td>5.2</td>
<td>92</td>
<td>46</td>
<td>69</td>
<td>A</td>
</tr>
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<td><strong>5.0</strong></td>
<td><strong>90</strong></td>
<td><strong>45</strong></td>
<td><strong>67.5</strong></td>
<td>Lowest A</td>
</tr>
<tr>
<td>4.8</td>
<td>88</td>
<td>44</td>
<td>66</td>
<td>B+</td>
</tr>
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<td>82</td>
<td>41</td>
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<tr>
<td><strong>4.0</strong></td>
<td><strong>80</strong></td>
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<td>3.8</td>
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<td>39</td>
<td>58.5</td>
<td>C+</td>
</tr>
<tr>
<td>3.6</td>
<td>76</td>
<td>38</td>
<td>57</td>
<td>C</td>
</tr>
<tr>
<td>3.4</td>
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<td>37</td>
<td>55.5</td>
<td>C</td>
</tr>
<tr>
<td>3.2</td>
<td>72</td>
<td>36</td>
<td>54</td>
<td>C</td>
</tr>
<tr>
<td><strong>3.0</strong></td>
<td><strong>70</strong></td>
<td><strong>35</strong></td>
<td><strong>52.5</strong></td>
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<td>D</td>
</tr>
<tr>
<td>2.4</td>
<td>64</td>
<td>32</td>
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<td>D</td>
</tr>
<tr>
<td>2.2</td>
<td>62</td>
<td>31</td>
<td>46.5</td>
<td>D</td>
</tr>
<tr>
<td><strong>2.0</strong></td>
<td><strong>60</strong></td>
<td><strong>30</strong></td>
<td><strong>45</strong></td>
<td>Lowest D</td>
</tr>
<tr>
<td>1.8</td>
<td>50</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td>1.6</td>
<td>40</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td>1.4</td>
<td>30</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td>1.2</td>
<td>30</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td><strong>1.0</strong></td>
<td><strong>10</strong></td>
<td><strong>R</strong></td>
<td><strong>R</strong></td>
<td>R or F</td>
</tr>
</tbody>
</table>
### Content (2/3 of Grade)

<table>
<thead>
<tr>
<th>6 points</th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical Argument is clear throughout: logical steps, cause and effect, proof are all clear AND Substantial depth of analysis: creation of new ideas, perception of patterns within original thought.</td>
<td>One or two unclear passages or unsupported statements, overall argument isn’t harmed, OR over-reliance on rote recitation rather than critical thinking (repeating others’ arguments).</td>
<td>One or two unclear passages or unsupported statements, overall argument isn’t harmed, AND over-reliance on rote recitation of information rather than critical thinking.</td>
<td>Argument is adequate and generally logical but some steps in thought process not clear OR lack of synthesis of sources, possible wild speculation, no proof to back up argument. Potentially also rote regurgitation.</td>
<td>Argument is poor, many steps in thought process not clear, reliance on rote regurgitation of lecture or textbook ideas, lack of synthesis of sources, possible wild speculation</td>
<td>Argument is not clear, little or no cause and effect evident. Logical errors. Little if any synthesis and insight. Wild, unsupported speculation replaces critical thinking (R)</td>
</tr>
<tr>
<td>Excellent use of Facts from relevant sources. Paper is fact-rich. Facts represent whole topic, and all have dates / places accompanying them. 5-6 vocab per page.</td>
<td>Very good use information, still fact rich. Good sense of chronology and location as well as effects of geography if any. 4-5 vocab per page.</td>
<td>Good use information, plenty of facts. 2-3 well used vocab per page. Facts don’t represent all time periods or several have no sense of chronology or place.</td>
<td>A general lack of fine detail and facts from sources and/or details may be extraneous. Vocab. listed but not explained and only 1-2 per page. Sig. lack of dates/places</td>
<td>Few or no facts, many factual errors and/or generic statements. Maybe one date or place is mentioned for relationships.</td>
<td>No vocabulary, no correct factual detail names or places. Many factual errors or many generic statements.</td>
</tr>
<tr>
<td>Thoroughness: Essay reflects knowledge of all cultures/chapters/ periods covered by assignment, answers all parts of assigned question,</td>
<td>Demonstrates good independent research skills in finding at least 3 (three) appropriate sources, all research used.</td>
<td>Demonstrates good independent research skills in finding at least 2 (two) appropriate sources, 1 may be unreliable or unused.</td>
<td>Only one appropriate and accurate source, sources too short or not well used, low reliability of sources, minimal evidence of research</td>
<td>Little evidence of independent research at all (but may use class notes, for ex.) OR sources totally inappropriate (not historical or not factually sound)</td>
<td>No evidence of independent research AND sources inappropriate or incorrect (ex: quoting modern pop lyrics to prove a point about the past).</td>
</tr>
</tbody>
</table>
| Form, structure (1/3 of Grade)

<table>
<thead>
<tr>
<th>6 points</th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 point</th>
<th>1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure: Effective introduction with clear thesis; effective, on-topic conclusion adds relevance and evaluates thesis, paragraphs all solid and organized, all with clear, underlined topic sentences.</td>
<td>Problems w/ 1 of the 3: thesis too general or intro should give more context OR conclusion lacks substance, OR 1-2 paragraphs may lack some organization.</td>
<td>Two of the three need work: thesis too general, intro should give more context, and/or conclusion lacks substance, and/or 1-2 paragraphs may lack some organization, no topics.</td>
<td>1 or 2 of three need major work: thesis too general AND intro should give more context to the reader; conclusion restates thesis but nothing else; paragraphs significantly lack organization, no clear topics.</td>
<td>Absent Intro: not a full paragraph or absent thesis, thesis isn’t what the paper discusses OR Absent irrelevant conclusion, OR no paragraphing at all.</td>
<td>&gt;1 Completely absent: absent introductory paragraph; irrelevant or absent conclusion; no demonstration of paragraphing skills,</td>
</tr>
<tr>
<td>Fundamentally correct grammar, 0-1 spelling mistakes, usage errors, or type-os.</td>
<td>Repeated minor grammar errors (e.g. comma errors) OR &gt;1 usage, spelling/typos errors.</td>
<td>Repeated minor grammar errors (e.g. comma errors) AND &gt;1spelling/typos errors, OR 1-2 major grammatical errors (verb agreement, etc.)</td>
<td>2 of three: minor repeated grammar errors (e.g. comma errors) and/or &gt;2 spelling/typos errors, and/or &gt;2 repeated larger grammatical errors (verb agreement, etc.)</td>
<td>Repeated significant grammar problems OR egregious (3-5 per page) pelling/usage/typing errors. (R)</td>
<td>Repeated significant grammar problems AND egregious spelling/ usage/typing errors. (R).</td>
</tr>
<tr>
<td>Correct citations/works cited, both quotes and paraphrased information cited, full bibliography with all standard citation information.</td>
<td>One of the three: Missing some bibliographic information, or incorrect citation format, or 1-2 relevant details not cited.</td>
<td>Two of the three: Missing some bibliographic information, or incorrect citation format, or 1-2 relevant details not cited.</td>
<td>Both citation and bibliography format incorrect, OR substantial number of relevant details (&gt;2) not cited.</td>
<td>Both citation and bibliography format incorrect, AND many details not cited.</td>
<td>No citations, possible plagiarism (R or F)</td>
</tr>
</tbody>
</table>
Good Essay vs. Bad Essay and How to Write the Good Essays

A BAD essay (based on several actually submitted):

Weather and climate can be good or bad. Floods can happen that make people very unhappy. They can be good or bad things, depending on how much. With floods there is too much water in the river. Everyone in the ancient world lived on rivers. Floods bring mud too. Droughts are always bad. This is when there is no rain. When there is no rain no crops can grow and everyone starves. In the ancient world sometimes it didn’t rain and then everyone died. Everyone needed food in the ancient world, so when there was no food it was really bad. Then people wouldn’t think their king was a god anymore. When this happened they wouldn’t listen to him, which was bad for him. Then other people would take over and they’d be invaded or something. They got disease too, in the ancient world, because it was always hot and humid and so diseases spread everywhere and killed people. I think that the people were probably really unhappy. I’d feel very sorry for them all if I lived back then.

Things in this essay to avoid:
- Truisms – things that are true everywhere in every time, which you knew about without ever coming to class. Things like “with floods there is too much water” or “everyone needed food.” Are these things true? Yes, but you’ve also known them since elementary school. They won’t earn you points in a college course!
- Very general references – “They got diseases.” or “They disobeyed their king.” Always avoid using “they.” Also tell when things happened – give a date if possible, or at least put the event in perspective. So instead say “The Sumerians lived in a swampy land where disease thrived.” Or: The Egyptians revolted against their king after the great drought.”
- Statements of general personal opinion – Statements like, “I’d feel sorry for them.” It’s not bad to empathize with others, it’s actually a good thing. But instead show the reader that you understand the culture and the needs of the people in the culture. You might say something like, “while many modern people don’t approve of same-sex relationships, they were natural to the ancient Greeks because they felt men and women were too different to spend time together.” This shows you understand the culture!
- Assuming you know what the question asks without reading carefully – The climate question on PT1 asked you to discuss the EFFECTS of climate/natural disaster. It did NOT ask you to discuss the climate or natural disasters themselves. So the author should have talked mostly about the need to irrigate, and how that caused hierarchical rigid civilizations, and the effect on people’s psyches, and so on.

Aim for this instead (note the underlined vocabulary and dates). This is solid College freshman work:

A clear pattern emerges when we study the cultures of the ancient world: the harsher the climate, the harsher the society. Take, for example, Mesopotamia. Here, after 3000 BC, irrigation was necessary for survival. But the Tigris and Euphrates rivers flooded irregularly and at the wrong time of year, and there were frequent droughts. The hard labor, unpredictable rewards and frequent battles between cities over water made the people gloomy and pessimistic. They tried to please the gods by building great temples called Ziggurats. They wrote lament poems about all the tragedies they faced. They also wrote epic poems like Gilgamesh, which tells us even a king with divine blood should expect to suffer and die like everyone else. To rule kings needed harsh “lex talonis” law codes, like Hammurabi’s 282 laws (c. 1750 BC).
Egypt, where hard labor digging ditches was rewarded by the regular flooding of the Nile, was also a Hydraulic Empire, but a more peaceful and prosperous one. People believed in a goddess of harmony and order called Ma’at, and sung songs like the optimistic “Hymn to the Nile.” Sometimes things even went wrong in Egypt, though, and when they did, the people started acting just like the Mesopotamians. The best example of this is the great regional drought called the “Curse of Akkade” in Mesopotamia (c. 2300-2200 BC). It hit Egypt too, and the Nile failed to flood several times. People stopped believing their king was a god, and the country broke apart, with the local leaders, called Nomarchs, taking over for 150 years or so. This was called the First Intermediate Period.

The 10 BIG Questions

Throughout this class we will be asking the same questions over and over again. These are the big, general questions that historians, anthropologists, sociologists and others ask in order to learn about human society throughout time:

1. What are the effects of climate/geography/natural disaster on cultures?
2. How do countries or entire cultures relate to each other: conquest, diplomacy, trade, prejudice, etc.?
3. How do rulers/ruling institutions govern and maintain control over people?
4. How does religion meet the needs of the common people and/or the needs of ruling institutions?
5. What is the country’s economy like? How do its residents earn a living?
6. What are the effects of changing technology and education on the society? Do they value these things? Why or why not?
7. How does a society treat women, foreigners, and the lower classes and what does this reveal about the society?
8. What does the art, literature, drama, architecture, and philosophy of a society reveal about the nature of the society?
9. What is private life like in the society? How important are family, kinship, children? Are children pampered or treated like small adults? Big families or small?
10. What are the main (usually self-professed cultural values) of a society and what do they reveal? This refers to values and beliefs shared widely throughout the culture, not what one individual believes. Example: "Truth, Justice, and the American Way”

There are study grid files on line on the study aids page of our class homepage. These are word processing files that list these questions in a grid format, with room to type in relevant vocabulary and concepts. They are rich text files (.rtf) files which can be downloaded and opened in any word processor. The grids are not required but are there for you to use to organize vocabulary words and events by category if you find the format useful.
Campus Map:

**Campus Buildings**

<table>
<thead>
<tr>
<th>Letter</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Academic Support Center (Rooms A100 to A326)</td>
</tr>
<tr>
<td>B</td>
<td>College Community Center</td>
</tr>
<tr>
<td>D</td>
<td>Physical Education (Rooms D50 to D55 &amp; DS1, DS2, MA, WR)</td>
</tr>
<tr>
<td>E</td>
<td>Humanities and Arts (Rooms E102 to E342)</td>
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<tr>
<td>F</td>
<td>Science and Allied Health (Rooms F101 to F804)</td>
</tr>
<tr>
<td>G</td>
<td>Multi-Purpose Area (Rooms G15 to G17)</td>
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<tr>
<td>H</td>
<td>Power Plant</td>
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<tr>
<td>J</td>
<td>Administration (Rooms J100 to J338)</td>
</tr>
<tr>
<td>L</td>
<td>Business and Social Sciences/CEED Offices (Rooms L101 to L317)</td>
</tr>
<tr>
<td>M</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>N</td>
<td>Continuing Education/ Health Professions/ Applied Info Technology (Rooms N101 to N315)</td>
</tr>
<tr>
<td>P</td>
<td>Library (Interactive Classroom P206)</td>
</tr>
<tr>
<td>Q</td>
<td>The Children's Learning Center</td>
</tr>
<tr>
<td>R</td>
<td>Maintenance Building</td>
</tr>
</tbody>
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Part II: Study Aids
Planning Your Time (Time Sheet)

Mark Goulston, M.D. and Philip Goldberg have written a book called *Get Out of Your Own Way: Overcoming Self-Defeating Behavior*. While the book has a lot more to do with the business world, some of the authors’ advice can be relevant to school too! They point out that some of the most common ways that we defeat ourselves include procrastination, not learning from our mistakes, quitting too soon, and not asking for the help and resources we need to get the job done. All of those behaviors can affect school as well as career performance. Perhaps most importantly, the authors suggest that we all need to work at distinguishing between what is reasonable and what is realistic. While it is very reasonable to want to work 30-40 hours a week, take several classes, spend fulfilling time with friends and family, and work on our sports or hobbies, is this realistic?

There are 168 hours in every week. Let’s take a look at this semester’s schedule and assess what it’s possible to do in those 168 hours! First, we all need to sleep. Subtract 53 hours, which represents about 7.5 hours of rest a night. That leaves 115 waking hours! To round things off conveniently, subtract 15 hours for the time it will take each day to get ready for the day and for sleep, eat meals, and other such mundane necessities! Now we’re down to about 100 productive hours a week. Let’s see what we can do with that time:

1. Take the number of credit hours you are taking: 

2. Now multiply the number at the end of line one by two and a half (2½). This is the time you will need, on average, to study for your college classes:

3. Now write in the number of hours you work:

4. Don’t forget transit. Think about how long it takes you to get to and from school and work each day, multiply by five (5). Add four or five hours for other “road time” such as shopping and getting gasoline, and enter that number here:

5. Lastly, write in any other standing commitments such as sports or music practices, volunteer work, or religious or community commitments.

6. Now total the number of hours you have committed to this term. Remember you only have 100 waking productive hours a week. How does that compare to your total?

What should you do if your total committed time is close to, or even over, 100? You probably have a lot of options, but the two things you shouldn’t do are either to give up or to ignore these potential conflicts!

Consider all the possibilities. There may be scholarships that you’re unaware of which could let you cut back on work hours, for example. Perhaps finding an apartment closer to Essex to cut down on commute time is what will work for you, or learning about a babysitting co-op in your neighborhood so you can schedule more quiet study time, or getting a roommate so you can cut down on the rent! There are always options, and different things will work for each person. You can talk to our councilors, you employer, and family as you consider the possibilities.
How Do You Know What You Know

Knowing HOW you know something, what your reasons for believing something are, is a very marketable skill, and one that will help you lead a fuller and more informed life. Socrates said thousands of years ago that the unexamined life is not worth living, and not much has changed in all the years since! But how do you know what you are thinking and why? You think about it, of course! Thinking about thinking is called ‘metacognition,’ and it’s a skill we’ll work on a lot in this class. Practicing metacognition will help you become a better problem solver, in school and in life!

Try this technique: whenever you solve a problem in this class, ask yourself which ones of the following things¹ you are doing. All of these except Recall are what we call “Critical Thinking” – creating something new from your existing knowledge!

Recall: The simplest form of thinking, recall is when you describe facts or events, perhaps putting them in sequence. You’ll need to do this throughout this class in Q&A sessions, IDs, and essays. This is a prerequisite for Critical Thinking

Similarity: This action involves comparing facts or sets of facts to see what they have in common. You’ll use this technique in papers, essays and especially ID Clusters.

Difference: This action involves comparing facts or sets of facts to see where they are different. You’ll use this technique in papers, essays and ID Clusters too.

Cause and Effect: With this form of thinking you are looking at the consequences of actions and describing how one action led to others. You can do this by looking forward or to the effects or backward to the causes. We’ll do this one a lot in this class, especially in essays and papers!

Example to Idea: This is where you generalize and look for patterns shared by events or sets of facts or events. It goes beyond looking at basic similarities because you are trying to generalize beyond just the facts at hand. For example, you would be finding similarities if you said ‘Both chocolate and vanilla ice-cream tastes good.’ You would be finding patterns if you said “All ice-cream tastes good.” You’ll be doing this a lot in this class too: especially in the papers and ID clusters.

Idea to Example: This is the reverse of the process above. Here you have an idea and you attempt to verify or prove it by finding facts that agree with that idea. Having decided on the hypothesis that ice-cream tastes good, above, you would want to go out and taste several different kinds to find out if the pattern holds true. You will be using Idea to Example thinking in papers and exam essays in this class.

Evaluation: This is the most complex form of thinking, and one of the most important. TO evaluate, you need to be able to recall facts, compare and contrast options, see cause and effect, and recognize and test patterns. With this form of thinking, you decide whether something is right or wrong, significant or insignificant, trustworthy or untrustworthy. As you can imagine, you will have to make countless decisions about

¹This system was defined by an educator, Dr. Frank Lyman, Jr., to help students learn to think about thinking. He calls it the Thinktrix system and it’s based on Bloom’s hierarchy.
importance, worth, and truthfulness throughout your life. Should believe this car salesman? Smoke that cigarette? Have that operation? Get married? Lie about something you did? We’ll do this some in this class, particularly when we discuss historical biases!

People often wonder why history classes are difficult. They aren’t rocket science after all, are they? No calculus here, no logarithms, no computer programming...

There is a lot of memorization though. And to add new knowledge to your brain you must build new physical connections between the cells. This takes time and repetition. Educator Rita Smilkstein points out that up to seven repetitions are needed to build these new connections!

There is ALSO a lot of critical thinking, which is what the classes that use Calculus, logs, and programming have in common with history. That’s what makes this class difficult for many people. You need to learn the historical facts AND think about them critically.

So how do you LEARN to think critically? Practice! But also breaking things down into simple steps. The Ten Big Questions will help you do this. Let’s look at how.

Say you want to compare two rulers. Maybe it’s Sargon and Akhenaton. Akhenaton and Augustus, Sargon and Charlemagne... it doesn’t really matter.

- First pick the BIG QUESTION you’re going to use to compare them. This may seem obvious, right? It’s “How to Rule.” But you could also use Role of Religion, since all these rulers tried to manipulate the religions of their people to their own advantages.
- Once you’ve picked your BQ, ask yourself how the person fit the category. If you picked “How to Rule,” ask how they DID rule. Were they harsh? Tolerant? Did they use technology and education to run things? Did they use religion? Did they conquer neighbors or encourage trade?
- Now that you’ve characterized each person, ask if they were typical or were an exception. If most rulers were harsh, and one of your rulers was tolerant, that’s significant.
- Lastly, try to ask WHY the person did the things they did. Did something constrain them? What was in it for them? People don’t always act out of self interest, but they do often enough that it’s a good question to ask!
How to Get an “A” in This Class (and others too!)

So how do you get the basic facts to use with the ‘Thinktrix’ on the previous page? What works the best for you will depend on your learning style, but these techniques are the basics, and work well for anyone willing to put the time into them:

1. **Read the book** — BEFORE coming to the relevant class. You will not only do well on the quiz, you’ll get much more out of the lecture and discussions if you are prepared for them. You will also remember much more of that knowledge. Why? Learning new knowledge requires you to build new neural connections in your brain. It’s actually a **PHYSICAL** process. And just like you can’t build new muscles with a single lift of the weights, you can’t build up your brain without repetition either.

   Reading the text before coming to class will save you a lot of time when you start preparing for the exams. So will **NOT** HIGHLIGHTING! You don’t learn much when you highlight. Trust me on this. Instead, stop at the end of each section of text and summarize that section in your own words in one short paragraph. Then when you go to study for the text, you can re-read your 4-5 pages of notes rather than the entire chapter! You may have taken some classes where reading the textbook was optional. This is **not** one of them. **If you don’t read the book, you will fail the class.**

2. Make sure you have a reliable system for keeping track of your book notes, lecture notes and handouts (a simple 3-ring binder works well). You will also need a daily organizer of some sort to keep track of all your assignments in this and other classes. Lastly, you will need such supplies as pens, pencils, and a stapler. These things do not have to be expensive, but you will need them!

3. Cultivate good study habits. Studying by itself is **NOT** enough. You need to read and study effectively, i.e.:
   
   - **Study without television** or other distractions.
   - **Summarize** what you read in a notebook and in your own words – do **NOT** highlight! If you highlight, you’ll tend to highlight everything on the page.
   - Answer the **Critical Thought questions** at the end of every chapter and
   - **Identify** the vocabulary words that could be used in answering those questions
   - **Make flash cards** of the terms listed in the vocabulary list. This is one of the best ways to learn! They are portable and can be sorted by essay topic or arranged as a timeline!
   - Group Critical Thought questions and Vocabulary according to the TEN BIG QUESTIONS in order to compare concepts across chapters and prepare for exam essays.
   - Try alternative learning strategies like concept maps.
   - Do the blank **practice maps and map questions**.
Expect to spend at least two (2) hours, maybe more, doing these things and researching/writing papers for EVERY hour you spend in class.

4. Take notes in class. Start with the information on any PowerPoints, but include details of events as well. Write down the explanations your classmates give in class as well. Just because they are students too doesn’t mean they can’t help you learn! You can teach yourself, right? So you (and they) can help others learn too.

You should produce 2-4 pages of notes per class hour. What should you write down? Well, think of yourself as a reporter getting the facts of a story: who or what, when, where, why, and how. Who or what is the person or event, when and where do you place them in history? Why are they important to us? In other words, why is this person or event significant, what did they change? And lastly, how does this event connect to the others we’ve been studying? Does it help reveal a pattern? Does it change the way society worked? Did it produce some future event? If you have all this in your notes, then you will be very well prepared for exams! Also, make sure you get to know a couple of your classmates. If you have to miss a day, they can share their notes with you and vice versa!

5. Take just 5-10 minutes each class day to review your notes. Clarify anything that you did not have time to copy down completely, make sure that you can follow your notes. If you do this every day, it will dramatically cut down the time you need to prepare for exams and quizzes!

6. ATTEND CLASS! By attending, I don’t just mean come to this room and sit in silence. Be prepared to participate. Learning is NOT a spectator sport. Ask questions, raise ideas in discussion. If you must miss a class, make sure you get the notes and assignments from the web site and one or two of your fellow students. If you miss class, it is your responsibility to proactively find out about any changes to the class schedule of assignments, including extra credit. Please don’t email or call me and ask, “Did we do anything in class today?” Unless class was cancelled, of course we did! Check the syllabus. It will tell you what we covered. If you have any specific questions about that material, THAT’S what you should ask!

7. Talk to me! I’m here to answer your questions, but I can only help you if I know you have questions! Ask questions at any time during lecture or discussion. Come see me during my office hours. Email or call me with questions. Perhaps the most important question you can ask is “Why is this important?” You need to see the significance of the major events we are discussing, and what they mean to you today!

8. PREPARE! This means prepare for every class period as well as for quizzes and exams. Do NOT start studying for exams the night before! Even if you manage to learn enough to get an “A” on the exam, you won’t remember any of the material you “crammed” for more than a few days! The best way to do this is to pace your studying, a couple of hours a day, every day. Use the techniques mentioned above.
9. Prepare for papers too. Do not write papers the night before they are due and NEVER turn in a first draft of one – it’s very obvious. You need at least one night to write a paper and a second night to proofread and edit it. Take advantage of the Writing Center and other resources. See the HOW TO WRITE A PAPER handout in this booklet for more details.

10. Don’t prepare alone. You can:
- Create a study group with your classmates (CCBC can help you). If you study actively and cooperatively, sharing notes and ideas, you will learn much more! Just remember – all work handed in must be your own, even if you brain-stormed about it with others!!
- Get a Tutor! Tutors are like personal trainers. They keep you motivated and give you feedback. They will NOT do the work for you, but will quiz you, look over your work, and let you know that you are preparing effectively. They can also give you study tips and work with you while you become comfortable with those techniques. All tutors have received an “A” in one of my history courses, know how I test, and work with me on tutoring exercises. Oh, and tutoring is a FREE (I repeat, FREE) service provided by CCBC!
- Use WebCT to post questions to the class bulletin board or chat with classmates.

11. Be familiar with what you will be expected to know and do. **I do not give grades in this class.** I don’t give A’s, B’s, C’s D’s or F’s. **You earn your grade** through your thought and effort. That’s such an important concept, I can’t even explain how critical it is. **YOU are in charge of YOUR learning!**

What do I do then? As an expert in the field, I am here to explain concepts, help you learn them, and evaluate your learning according to nationally accepted standards (see the Common Course Outline for more about those standards!). **Think of me as a coach.** I’m here to help you win the game, but I can’t play it for you! While I want to see everyone in the class do well, I can’t assign a grade you haven’t earned – that wouldn’t be ethical! But there are no surprises in this class. My goal is to make the standards clear and let you know what they are in advance. Take some time right now to familiarize yourself with the grading rubrics and samples in the previous section of the course book, and let me know if you have any questions about them!
Learning Styles and Multiple Intelligence

While the techniques above are all good ones, you can tailor them to your particular way of learning! Every person has multiple intelligences that reflect the way they learn the best. You can learn to learn in other ways, but there will always be approaches to learning you find easier than others. It is a very good idea to learn how you learn. How? Well this list below will give you some ideas of which approaches you favor, but you should also take the Learning Styles Assessment on the CD ROM that came with your textbook. The Student Success Center is another good place to learn more about your learning style.

If you like physical activities and working with your hands, move your hands and legs a lot when you sit, walk around when you study at home, and like to try a project hands-on rather than reading or hearing about it, you are probably a strong **Kinesthetic learner**. You’ll need to study by doing things like recopying your notes by hand and sorting ID flash cards into stacks by what they have in common.

If you like to use maps and drawings, would prefer a map to some place new rather than written directions, follow diagrams and charts easily, like drawing or photography, and don’t really like to read too much, then you are probably a strong **Visual-Spatial Learner**. You’ll want to make time-lines and draw diagrams showing cause and effect. Maps will be easy for you, so try relating vocabulary words to their place of origin by writing them on a map!

If you like to tell and listen to stories, like to write and read, discuss events and projects that interest you, and usually express yourself clearly in writing or verbally, then you are probably a strong **Verbal-Linguistic Learner**. History lends itself to this kind of learning, so try telling yourself the events you need to learn as stories – there are a lot of great soap operas in the past!

If you like math and science, question why things happen, like the planning stages of projects, can fix or diagnose thing well, and enjoy brain teasers, then you are probably a strong **Logical/Mathematical Learner**. History lends itself to this kind of learning too, because cause and effect is important to us. Try creating flow-charts to tie events together and make them easier to learn!

If you listen to music a lot, have a god sense of rhythm and frequently move or sing to the music, perhaps even composing your own music, then you are a strong **Musical learner**. You have one of the most interesting ways to learn available to you – just set the facts you need to learn to song!

If you like group projects and are often asked to mediate disputes, like to spend time with friends and feel you are good at understanding and helping people, then you are probably a strong **Interpersonal Learner**. You will learn much better if you work with a classmate or form a study group with like-minded people than if you study alone!
On the other hand, if you prefer quiet time, and need to think to yourself about problems before you are ready to share them, spend a lot of time trying to understand you own thoughts and feelings, work on projects best when you are alone, and are motivated to self-improvement, then you are probably a strong Intrapersonal Thinker.

As you can tell, these intelligences are not in opposition to each other. You can even like both Inter- and Intra-personal learning! You’ll be good at a number of them, and learning more about them can help you create personal study plans for all your classes! Please not, however, that **No Learner, regardless of style, can avoid studying and do well!** You’ll need to put time into the class to get anything out of it, regardless of which techniques above work best for you!

To learn more, visit one of these web sites and take a full learning styles test:

- A test with graphical results: [http://www.learning-styles-online.com/](http://www.learning-styles-online.com/)

The Vark site has the shortest test, but also has suggestions for how each learning style can study most efficiently.

My Learning Styles and study tips: ________________________________

______________________________________________________________

_________________________________________________________________

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_________________________________________________________________
So How Should You Read the Text Book?

This may seem obvious, right? After all, you’ve been reading for years – ever since you began elementary school, and maybe before. So why am I taking time and space in a college course to discuss how to read a book? Because we’ve all been doing it for so long, that we take it for granted!

So how do you read a textbook? You open it to the first page and read one word after another, right? NO!!! Believe it or not, that is one of the slowest and least efficient ways to read a book. Here’s what to do instead: **SQ3R**. What’s **SQ3R**? It’s a reading strategy devised over half a century ago by educator Francis Robinson. The initials stand for Survey, Question, Read, Recite, Review. It’s still used today because it really works! While it takes more time up-front, it saves you even more time over the course of the semester!

**SURVEY:**
Get the gist of the Chapter so you know what the authors will be telling you. This will keep you from getting lost in the details! How do you survey? By:

1. Reading the Critical Thinking Questions in each chapter. They will ask you important things about the current chapter and relate the it to the ones before and after it. These questions will almost always fall under one or more of the **10 Big Questions** (see below). For example, in Chapter 1 (History 101) you are asked ‘What environmental advantages did the ancient Middle East have that permitted the growth of Civilizations?’ This is “What are the effects of climate and natural disaster?” In Chapter 13 (History 102) you are asked to “Analyze the ways monarchs tried to increase their power.” “How to rule”.

2. Read the Chapter introduction and the Chapter Summary

3. Now go back to the beginning of the chapter again. Begin reading the first major section of the chapter, but read ONLY the FIRST SENTENCE of EVERY PARAGRAPH. Each section in the book is set apart by a green text title with a little calligraphic icon next to it. If you’re in Hist. 101, the first section of your first chapter is **Before Western Civilization** on page 4. If you are in Hist. 102, the first section of Chapter 13 is **Stresses in Traditional Society** on page 428.

**QUESTION:**

1. With some books, at this point, you’ll have to determine for yourself what main questions the author wants you to be able to answer once you’ve finished the chapter. With Sherman and Salisbury, you know exactly what they want you to be considering because those questions are at the end of the chapter. And if you use the **10 Big Questions**, you’ll be able to relate those questions to the ‘big issues’ we keep coming back to over and over again in the class.

2. It’s a good idea at this point to write down the study questions in a notebook. This reinforces what they are, and gives you a place to brainstorm about their answers.
**READ:**

1. Only now, once you’ve gone through the section by reading first sentences and have a pretty good feel for what the main points are do you start looking for the details. Go back and read the passage carefully.

**RECITE:**

1. Read each section of the book with your master vocabulary list beside you, and define any vocabulary words in that section on flash cards or in your notebook. Summarize the main ideas of each section in the notebook as you finish it too. If you are a visual or musical learner, you may find it very helpful to recite the information aloud as you write.
2. Once you’re done, proceed to the next section, stopping every once and a while to see if you have what you need to answer one of the thought questions and study grid topics. This may seem like more work, but when you get to the review sheet for the first test and realize how prepared you are before you even start “cramming,” you’ll see how much time you’ve saved!

**REVIEW:**

Don’t wait until the night before (or even worse, the day of!) an exam to review your text notes. In fact, the best thing to do is review once before you even close the book at the end of your study session. Five extra minutes reviewing now can save you an hour later on! Reviewing your class notes each day will have the same effect for class material. How can you review?

1. Quiz yourself to see if you can answer the thought questions without looking at your notes. Highlight, underline, or recopy those parts of the answer you found it difficult to remember.
2. Discuss concepts and questions with your classmates. Take turns teaching each other the answers to the questions.
3. Organize your flash cards into a time line, for help learning dates and cause-and-effect
4. Fill out the essay outlines for the different study grid categories and for the specific exam questions once those are handed out.
5. Create a concept map or traditional outline of the main chapter points
6. Record vocabulary and main points on a portable tape recorder (a great tip if you have long commutes – just play the tape in the car!)

Why are these reading techniques so valuable? They let you find the author’s main points quickly, then make sure you have the examples (vocabulary words with rough dates) that you need to demonstrate that you know the important points. Perhaps most importantly, it then lets you check yourself so that you know the answer! If you suffer from text anxiety, you’ll find that quizzing yourself so you know you know the answer really helps. Even if you are fortunate enough to have never felt test anxiety, you’ll find the confidence of knowing exactly what you’ve learned can dramatically improve your performance on exams and enjoyment of college!
Concept Maps

A concept map is a visual and non-linear way of laying out complex multi-step problems and events. They are a great way to brainstorm and organize information, especially if you find other common study techniques to be less effective on their own. You start with the end of the process in the center bubble of the concept map and ask yourself how many different steps contributed to that concept. Each of them gets a bubble around the central one. Write how the two are related along the line connecting the bubbles. Then do the same thing again – what contributed to each of these new bubbles? Keep doing this until you can’t think of any more connections to add! Here’s a sample:

You can use these maps in many of your classes! They’re good for diagramming everything from photosynthesis to the Fall of Rome. Pretty much any essay on any exam in this class is “fair game” for being mapped in this way. To learn more about them, visit http://www.utc.edu/Teaching-Resource-Center/concepts.html or http://www.wcer.wisc.edu/nise/cl1/flag/cat/conmap/conmap1.htm
How to Interpret a Historical Document

History isn’t just about facts. It is also about interpretation. Anyone can list facts, but it takes thought and practice to learn to interpret those fact in their proper context and see patterns of meaning in them. This is what becoming a historian is all about, and one of the objectives of this class is to introduce you to the art of “doing” history, so what better way to start than with the meat of it: how to and analyze documents!

Textual documents written in the past are the historian’s main source, tho we will see they aren’t the only ones! A document written in the past by an eye-witness to the events we are studying is called a primary source document. You can’t read them like a fiction book, or even like your text book. They have to be read very carefully and analyzed logically. Below is a set of steps to take into consideration when you begin this task!

Read every document VERY CAREFULLY, noting ALL the events/situations that it describes and how it describes them (emotionally, logically, etc.) Every word is important. Once you have read the document, begin your analysis by considering these questions:

1. What patterns or common trends are visible in the documents? What initial conclusions can you draw about the society that produced the documents? Do these conclusions help you answer any of the study grid category questions such as how people rule each other, or how they are affected by war and disaster?

2. Who wrote the document and what do you know about them? Was the author male or female, rich or poor, powerful or oppressed, old or young, at home or in a strange land? These things will influence their outlook and how reliable the document is! How? Well ask yourself this question: Do you think that a retired couple living next to a new “under 21” dance club would have the same thoughts about it as a 17 year old patron of the club? Who’s assessment might be more accurate?

3. What historical events were going on during the time the document was written? What events shaped the author’s life and purpose? Was is a time of war? Prosperity? Disease and famine? Technological change? All these would probably affect and be reflected in the document.

4. What were the author’s known reasons for writing? Another way to think about this is to ask: what form is the document? A private letter? A court case? A novel? A grocery receipt? All of these can tell you about the past, but they were produced for different reasons and this is going to limit them in certain ways. For example: a royal proclamation probably isn’t going to tell you about the personal, inner thoughts of the monarch issuing it. His private letters might, but if you read them you might have to guess about a lot of the common ground he and his correspondent shared. The type of document is also going to influence HOW it is written. A romance novel will not use the same vocabulary and writing techniques as a scientific journal article! Use what you know about your life to help determine these things. Most document types used in the past are still used today!

5. A related issue is that of ulterior motives. If you are being paid by someone to write an official biography of them, for example, are you going to say bad things about them? Probably not! If your audience is paying you, you want to keep them happy! But imagine
that you are being paid by a Democrat to write a biography of a controversial Republican. How might that influence what you write? An extreme example are tabloid journalists who make up their stories out of thin air (and doctored photographs!) to lure in readers.

6. By now maybe you’re thinking: How can I know anything for sure at all? Well, as you can see from above, people’s biases are often predictable. So you can guess what might be exaggeration or outright lies. What if a person says something against their bias? For example, imagine a dispute between a union and a factory owner. What if the union rep writes a letter admitting that the factory owner has done everything he can to improve working conditions? The you can probably believe it, because it is not in his best interests to have admitted that fact! Why would he lie to make his case worse? Don’t worry if all this is a little confusing – we’ll say more about it later!

Note-Taking Strategies

In order to be successful in college, you need to be able to learn and remember new information. Some of this information is in your textbooks, and some of it is information you will learn in-class from lecture and discussion. This history class is not designed to be a verbatim repetition of the text book -- that’s why it is crucial that you attend class. But just coming and listening is not enough! You will only remember ABOUT 5% of what you heard by the time the test comes around if you don’t write it down! So a very important part of coming to class is taking notes. Here are some guidelines you should follow to successfully take lecture and discussion notes, as well as notes from the textbook.

1. **How much do I need to write, and why?**
   You should write down the names of all the people, places and concepts that we talk about in class. But you should NOT just write down the name! You should answer the questions: Who or What? When? Where? and WHY? about the person. So: DON’T just write down the name Darius I. Write down that he was a Persian king [Who] in Mesopotamia [Where] in the late 6th/ early 5th century B.C. [When], and that he is most significant to us as an example of how an empire can be effectively ruled, and how the Indo-European Persians became more "Mesopotamian" and despotic over time [WHY?]?
   - Remember also that, on quizzes and exams, you will have to demonstrate how these people and things act as examples of larger concepts. So you might want to note HOW the person/thing/place is an example of a larger concept or concepts. So for Darius, you might want to note that he ruled using satraps and spies, and that he built roads and canals and other communications systems. If you are NOT writing these things down, you may discover later that you can’t find them in the book -- that they aren’t there! Even if these terms ARE in the book, the author may not always explain their significance.
   - One final reason for careful note-taking is reinforcement. If you read the book before coming to class, then the terms will sound familiar to you when we discuss them in class. The very act of writing down information about them will cement your knowledge.
you look after class at the terms in the study guide or vocabulary list, many will already
seem familiar. This means you won’t need as much time to memorize the vocabulary, and you will know it better than you would otherwise!

2. **How do I manage to write all this?**
   It IS a learned skill, to write quickly and listen to discussion at the same time! Practice will make you much better at it!
   - Until you are comfortable taking notes and participating in discussion too, you might want to use a small tape recorder in class (ask permission first!). Take notes as carefully as you can, then listen to the tape after class to pick up anything you missed. You will find you learn to take notes more quickly and accurately within a single semester.
   - Another option is finding a note-taking partner in class! Introduce yourself to someone and offer to share notes with them. If either of you must miss class, the other can take notes. Just as importantly, on days when you are both there, you can compare notes to make sure neither of you miss anything important.
   - Even if you choose not to do either of these things, you should take a few minutes EVERY DAY to go over your notes after class. You may find places where you didn't finish your thoughts, or where you abbreviated something, and think you might forget what the abbreviation stands for before the exam. The best time to clarify your thoughts and notes is THE SAME DAY you took them!!! REMEMBER that if you have a documented disability, you may have free access to such assistance as a note-taker, reader, or textbook on-tape!! And EVERYONE can get tutoring for free!

3. **Won’t this all take a lot of time?**
   YES! But a college course is going to take a lot of time regardless! Ten to twelve hours a week PER COURSE, total, remember? Good note-taking from the book and class is one of the most efficient ways to spend this time! It will actually SAVE you time when exams come around.

4. **How should I organize all this information?**
   There are many ways you can do this. One good way is to use legal-style note paper with a line one-third of the way across the page. Write the master outline for the lecture on the left, and then expand the main points on the right. Your notebook might look something like the sample on the next page. This sample page would be continued over the next pages, of course!
   
   **Compare this sample to your notes on Neolithic Europe, and see if you have about as much information. If not, consider some of the suggestions above!**
### Master Outline:

I. Neolithic  
   A. Definition  
      1. What?  
      2. Where?  
      3. When?  
      4. WHY?  
   B. Consequences:  
      1. Decreased mobility  
      2. Production of surpluses, specialization of labor  
      3. Increased disease and hierarchy  
      4. Women's status  
      5. Increased trade,  
      6. War and Crime  
      7. In some areas: "civilization."

### Expanded Outline:

I. Neolithic – "new stone age" – the Neolithic revolution  
   A. The revolution was the beginning of farming as a central means of production. Named after the new tools that were used.  
   Crops = wheat, barley, millet, oats, peas, flax (linen), apples, cattle, sheep, pigs, chicken  
   Occurred separately in several different places and times around the globe.  
   Occurred gradually, experiments as early as 18,000 yrs ago in Egypt -- experimental, NOT main way of life.  

Why 10,000 BP? Increasing population (#s), big game dies off decreasing coastal plains (end of last ice age). ADVERSITY THEORY -- people are lazy, must be forced to change by hardship  
   B. Consequences: Neolithic and Bronze Age  
      1. Decreased mobility permanence of housing and fortifications  
      Neolithic villages become bronze age towns and even cities.  
      2. Production of surpluses, specialization of labor  
      Villages made surpluses, ate them in times of need, traded them when times were good for luxuries like: salt, wine, amber, glass, metal.  
      3. Increased disease and hierarchy  
      Disease due to decreased mobility and change of diet. People lived closer to human, animal waste. Had to store food and that food could go bad. Increased carbohydrates at the expense of other foods meant bad nutrition and increased tooth damage from the rock bits inserted with grinding.  
      Hierarchy necessary to divide labor, distribute surpluses, build defensive structures to protect surpluses.

Continued ----->
# History 101 Vocabulary by Chapter

## Introductory and Chapter 1 Vocabulary

(This unit has lots of vocab, but don’t panic, we’re spending longer on it too!)

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<td>William of Nomandy</td>
<td>Louis IX</td>
<td>Templars</td>
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<tr>
<td>Heloise</td>
<td>curia regis</td>
<td>Parlement</td>
<td>Waldensians</td>
</tr>
<tr>
<td>Thomas Aquinas</td>
<td>sheriffs</td>
<td>Philip IV</td>
<td>vita apostolica</td>
</tr>
<tr>
<td><em>Summa Theologica</em></td>
<td>exchequer</td>
<td>Otto I</td>
<td>Francis of Assisi</td>
</tr>
<tr>
<td>Hildegard of Bingen</td>
<td>Henry II</td>
<td>Frederick II</td>
<td>Dominicans</td>
</tr>
<tr>
<td>Marie de France</td>
<td>Eleanor of Aquitaine</td>
<td>Gregory VII</td>
<td>Albigensians</td>
</tr>
<tr>
<td>Jacoba Felicie</td>
<td>Magna Carta</td>
<td>Investiture</td>
<td>Holy Inquisition</td>
</tr>
</tbody>
</table>

### Chapter 9 Vocabulary

<table>
<thead>
<tr>
<th>Black Death</th>
<th>John Ball</th>
<th>John Wycliffe</th>
<th>Giovani Boccaccio</th>
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</thead>
<tbody>
<tr>
<td>bubonic plague</td>
<td>Catherine of Siena</td>
<td>Joan of Arc</td>
<td>fabliau</td>
</tr>
<tr>
<td>memento mori</td>
<td>Pope Boniface</td>
<td>Wars of the Roses</td>
<td>Genghis Kahn</td>
</tr>
<tr>
<td>St. s Sebastian and Roch</td>
<td>Avignon Papacy</td>
<td>William of Ockham</td>
<td>Mongols</td>
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<tr>
<td>Flagellants</td>
<td>Great Schism</td>
<td>New Nominalism</td>
<td>Marco Polo</td>
</tr>
<tr>
<td>Danse Macabre</td>
<td>Council of Constance</td>
<td>Dante Alighieri</td>
<td>Ottoman Empire</td>
</tr>
<tr>
<td>Transi tombs</td>
<td>conciliarism</td>
<td><em>Divine Comedy</em></td>
<td>Suleiman the Magnificent</td>
</tr>
<tr>
<td>&quot;Babylonian Captivity&quot;</td>
<td>Jan Hus</td>
<td>Geoffrey Chaucer</td>
<td>Ivan III</td>
</tr>
</tbody>
</table>

### Chapter 10 Vocabulary

<table>
<thead>
<tr>
<th>Michelangelo</th>
<th>Petrarch</th>
<th>the Borgias</th>
<th>Henry VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pico della Mirandola</td>
<td>Johannes Gutenberg</td>
<td>The Prince</td>
<td>Thomas More</td>
</tr>
<tr>
<td>Isabella d'Este</td>
<td>moveable type press</td>
<td>Machiavelli</td>
<td>William Shakespeare</td>
</tr>
<tr>
<td>l'uomo universale</td>
<td>condottieri</td>
<td>Leon Battista Alberti</td>
<td>Isabella of Castile</td>
</tr>
<tr>
<td>civic humanism</td>
<td>Girolamo Savonarola</td>
<td>Leonardo da Vinci</td>
<td>Ferdinand of Aragon</td>
</tr>
<tr>
<td>religious humanism</td>
<td>Alfonso the Magnan.</td>
<td>Louis the Spider</td>
<td>conversos</td>
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<td></td>
<td></td>
<td></td>
<td>Anti-Semitism</td>
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</tbody>
</table>

### Chapter 11 Vocabulary

<table>
<thead>
<tr>
<th>Martin Guerre</th>
<th>indulgences</th>
<th>Ulrich Zwingli</th>
<th>Ximenez Cisneros</th>
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</thead>
<tbody>
<tr>
<td>Charles V</td>
<td>pluralism</td>
<td>John Calvin</td>
<td>Ignatius Loyola</td>
</tr>
<tr>
<td>Habsburg-Valois wars</td>
<td>Pope Leo X</td>
<td>predestination</td>
<td>Society of Jesus</td>
</tr>
<tr>
<td>devotio moderna</td>
<td>&quot;Ninty-Five Theses&quot;</td>
<td>Act of Supremacy</td>
<td>Spanish Inquisition</td>
</tr>
<tr>
<td>Thomas a Kempis</td>
<td>Justification by Faith</td>
<td>Henry VIII</td>
<td>Council of Trent</td>
</tr>
<tr>
<td>The Praise of Folly</td>
<td>transubstantiation</td>
<td>Archbishop</td>
<td>Therese of Avila</td>
</tr>
<tr>
<td>Erasmus</td>
<td>Priesthood of</td>
<td>Cranmer</td>
<td>Battle of Lepanto</td>
</tr>
<tr>
<td>Martin Luther</td>
<td>Believers</td>
<td>Anabaptists</td>
<td>Leipzig Debate</td>
</tr>
<tr>
<td></td>
<td>Peace of Augsberg</td>
<td>Puritans</td>
<td></td>
</tr>
</tbody>
</table>
You should be familiar with these terms. Know who or what they are, where they are from, and what larger issues they are associated with. Be able to give a rough date for them – i.e. place them in the right quarter of the right century. Flashcards and the TEN BIG QUESTIONS will really help you do this.

When you work on essays for the exams, look through the lists and see what terms from this list you can use in your essays as examples. Before the exam, you will be given a shortened list of terms to know very well – more exact dates and full significances – for identification questions. But even if terms you learned are eliminated from those shorter lists, knowing all of them will still help you write solid “A” essays and document assignments, as well enriching your personal understanding of history. To study for essays, relate the terms above to which of the Ten BIG Questions they help answer! There are a lot of terms, but remember you always have choices on tests and exams. But the more terms you remember, the more choices you can pick from!!!

Exam essays will always be versions of the Ten BIG Questions. They all require Critical Thinking (Creating new thoughts out of your existing knowledge) For example, they may ask you about one culture and how it changes over time or in reaction to catastrophe OR they may ask you to compare and contrast two different civilizations. If the essay will be written in class, you’ll be given the specific exam questions several days before the test itself. If it is to be done as a take-home, you’ll have longer to do it and you’ll still know it will be based on the 10 BQs. If you have prepared the questions above before that, answering the specific exam essays will be quick and easy! The easiest way to do this is to use link everything you learn to the BQs throughout the term.
Part III: How to Get Things Done (Guidelines)
Computer Resources

To use all the computer resources provided by CCBC, start with SIMON, the online registration and records system:

SIMON

1. Go to the CCBC Home Page and click on the MyCCBC page.
2. The MyCCBC page has links to Simon, Student Web Mail, and WebCT.
3. If you are new to SIMON you will first have to create a user name. Click the Log On button in the upper right corner of the SIMON home page and follow the steps on the left under Create A New User Name.
4. Once you have created a SIMON user name, you can use the Log On button to register, access your grades, check your account, and more.

Student Web Mail

1. Go to the CCBC Home Page and click on the MyCCBC page.
2. Use the Log On button to sign on to SIMON.
3. SIMON account. On the Main Menu, scroll down and click on Student Email and Unix Account Information.
4. Click the View button to find your Student mail (UNIX) user name and password. Copy them down.
5. Exit SIMON and return to the MyCCBC page.
6. Click on the Student Mail link. Enter your name and password into the spaces for them on the next page. Your password is case sensitive.
7. You will now be in your free student email. See the CCBC student mail guide for further details of sending, receiving, and forwarding email (you can set this account to forward to your personal mail if you don't intend to check it often):
   http://www.ccbcmd.edu/media/services/squirrelemailguide.pdf

WEBCT CE 6

1. Go to the CCBC Home Page and click on the MyCCBC page.
2. Use the Log On button to sign on to SIMON.
3. SIMON account. On the Main Menu, scroll down and click on Student Email and Unix Account Information.
4. Click the View button to find your WebCT ID (user name) and password. Copy them down.
5. Exit SIMON and return to the My CCBC page.
6. If you have not taken a course that uses WebCT before, or if you last took a WebCT course is SPRING 2007 or earlier, click on the link to the WebCT Online Tutorials. These Flash tutorials will show you the basics of the new and different WebCT CE 6
7. Then click on the WebCT login. Select “Log in,” not the Course listing.
8. Before entering your user name and password from SIMON, run the Browser Checker and upgrade any components needed.
9. Then enter your login information into the relevant spaces.
10. You will then be in your MyWebCT page. From this page you can check your WebCT mail, class calendars, and view all your classes.
11. Click on any class to enter it. Most classes will have menu icons for Mail, Discussions, MyGrades, Assignments, Assessments, and more. See your instructor for which will be used.
12. In addition to the Tutorials, there is also a help link at the top Right of the WebCT screen, and the Online Helpdesk (a link is in the Menu of your MyWebCT page).
History Papers: What’s Required and Why  
[The General Instructions for All Typed Assignments]

The papers you write for this class will be short. Exam and practice Essays will only be one or two pages, the SWoRD paper will be about 2-3 pages plus bibliography. As a college student, you are assumed to already have basic writing skills, and this is reflected in the course prerequisites. So papers should have the qualities listed below. If you have some difficulty writing, or less experience writing, that doesn’t mean you can’t do well on these papers – just make sure you ask for help and feedback whenever you need it and set aside plenty of time to complete the work!

The parameters listed below may look somewhat picky. They are, and yes I’ve been accused of being an English professor in disguise. But I promise I’m no more picky than your future employers are going to be, and I’ll let you rewrite! Good writing is one of the most marketable skills you can learn in college! Likewise, bad writing could cause you to lose job and educational opportunities before you even get an interview! You don’t want your resume to be sent to the “circular file” (trash can) because of typos!

**Length:** When you are given an assignment to write a paper of a certain length, that’s what I expect you turn in, within a few sentences. A shorter paper usually indicates that you haven’t included enough detail. A longer paper indicates that you haven’t edited your thoughts enough. Practice making your thoughts succinct: concise yet detailed. This can be hard to do and it doesn’t come easily, but it is a very important skill, and practice will help you perfect your style!

**Thesis:** Your papers will ask you to prove a thesis – i.e. answer the question given in the instructions and show proof that your answer is correct. State the thesis clearly in your first paragraph. Then use the rest of the paper to prove this thesis with evidence. Your evidence will be historical writings provided to you in the book or a handout. Quote that evidence in your paper, as well as paraphrasing, to prove your point! Again, this is a skill learned through practice. For papers in this class, you will need to underline your thesis. This simple writing technique will help you be aware of what your thesis is. Make sure your thesis is specific too! If I’ve asked you to compare and contrast Athens and Sparta in a paper or exam essay, your thesis **shouldn’t** say “Athens and Sparta are both similar and different.” Better is, “Sparta is more militaristic than Athens for much of its history” and even better is “Sparta is more militaristic than Athens for much of its history because of the Helot revolt and its consequences.” Always try to give away the ending! We resist this because it’s not how to tell a good narrative story. But in an ANALYTICAL paper, it really helps the reader follow your argument!!!

- In the SWoRD paper, your thesis should be in an introductory paragraph that explains the scope and the sources and the general background to the paper.
- In the Practice and Exam Essays, no intro paragraph is needed - restating the question as the answered thesis is enough. The short length makes a full intro prohibitive!
Structure: This ties into the thesis. Once you have stated your thesis (in a good introductory paragraph if the paper is long enough) the rest of your paper should be composed of well-organized paragraphs supporting that thesis. Each paragraph should have a topic sentence and all subsequent sentences in the paragraph should be related to that topic statement. Just like you will have to underline your thesis, you will also need to underline each topic sentence. If you can’t find one, or the one you find doesn’t really relate to the paragraph, that’s a sign that you should re-write.

Poor paragraphing and/or a lack of perceived structure in the order of your paragraphs will negatively affect your grade and if you turn in a paper without underlining your topic sentences, it will be given back ungraded. Use this format for paragraphs:

- Transition sentence from previous paragraph if needed
- TOPIC sentence, which elaborates on some aspect of your thesis
- Evidence from source A for the Topic
- Evidence from source B for the Topic.

Note that this shows synthesis because the paragraph is using two different sources to prove the topic! Consider making one of the evidence statements a short quote from the primary source material (eye-witness documents).

Grammar: Correct English grammar is tough, even for native speakers. That doesn’t mean you shouldn’t aim for perfection, however. As college learners, you should be generally able to write in grammatically correct and complete sentences. As you know, up to a third of the grade is based on grammar, spelling/usage, and structure. As peer reviewers, you do NOT need to grade for small grammar details however - I’ll do that w/ the copies submitted to me. And of course, I’m always willing to look at a draft and give you grammar feedback before the final paper is due!

Spelling and Usage: One of the books suggested for this class is a dictionary. Get one. Use it. PLEASE do not rely on your spell checker to do all the work for you because it will not catch usage errors [i.e.: "I’ve been to there house" or "it costs more then a dollar"]'). If I had a nickel for every time I’d seen one of those particular usage errors....!!! PRINT your drafts and read them in addition to spell checking them. We don’t read well on-screen, so this is the best way to catch errors!

Quotes and Citations: you must ALWAYS use direct quotes from the primary sources provided as evidence to prove your thesis. You must cite the sources for ANY and ALL book information you use in your papers whether paraphrased or directly quoted. If any thought isn’t completely yours, you must tell me where it came from in this simple fashion: (author, page). [Example: The Black Death killed 25-50% of the population of Europe (Spielvogel, 356).]

I know this is different than what some of our area public schools and even a lot of college courses teach, but this is the correct way to do it. Think of it this way: it’s not about borrowing the other writer’s words, but their ideas. You can’t claim their ideas as
your own. So cite them, whether you use the author’s words, or rephrase the idea in your words.

You also need a works cited page that has the full bibliographic information for the source (title, publisher or URL, author, date) for any paper where you find even one of the sources. Failing to include citations can result in a grade of ZERO because if the lack of citations is extensive, the paper will be considered plagiarized. What style should you use for bibliography? Chicago/Turabian or MLA are preferred, but you can use APA too (just avoid citing as Author, year – that’s for short articles). If you’d rather use foot or end notes than the in-text citations demonstrated above, that’s fine too. Citationmachine.net will format most bibliographic entries for you, even web pages!

**General Format:**

- Papers should be in 12 point type, in a readable font like Verdana, Courier, Bookman or Times New Roman.
- Space your lines at 1.5 or double spacing so it’s easy to read and there is room for comments.
- Margins should be .5-1 inch.
- In other words, use standard paper format to keep your paper readable!

**Cover Sheet:** The final copy of the SWoRD paper should be turned in with a completed cover sheet stapled on the front of one copy. The second copy shouldn’t have a coversheet. Don’t turn in the paper until you’ve completely filled out and signed the sheet. Don’t fill out and sign the sheet until you’ve really done what it says you’ve done! The cover sheets exist to make sure you spend your paper-writing time efficiently! It also contains the grading rubric (see below):

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>flawless</th>
<th>superb</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
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</thead>
<tbody>
<tr>
<td>• Critical Thinking: Logical Argument and Depth of Analysis</td>
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<tr>
<td>• Content: Use of Facts and Quotations, Synthesis</td>
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<tr>
<td>• Independent Research Skills</td>
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<td>Average Content Score:</td>
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<tr>
<td>• Structure: Intro, Conclusion, Paragraphing</td>
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<tr>
<td>• Grammar, Usage, and Typos</td>
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<tr>
<td>• Citations and Bibliography</td>
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<td>Average Structure Score:</td>
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<tr>
<td>Average Score: (content+content+ structure)/3 = _______% = _______ points out of __________</td>
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Quick Summary of Paper Requirements

ALL Papers need to:

1. Be typed using 12 point type, double spaced, with 1" margins. Use a legible type face like Courier, Verdana, or Times New Roman. These fonts are found in all word processing programs. Please stay away from script fonts, Blackletter, and other fancy fonts.
2. Have the THESIS statement [or equivalent] and all PARAGRAPH TOPIC SENTENCES underlined.
3. Use direct quotes from primary and/or secondary sources to prove the thesis and cite the source of those quotes like this (Course Book, 11). On the SWoRD paper, you need a works cited/bibliography page for all sources, even the textbook. On exam essays and the practice essay where you are not doing research and using only the provided sources, cite but don’t include a bibliography.
4. Be carefully proofread for type-os, spelling errors, grammatical errors, and structural (paragraphing) errors. Use your spell checker and grammar checker, but also make sure you print out and read the paper over carefully yourself. Look not only for spelling and grammar errors when you do, but ask yourself: is each topic sentence really a summary of its paragraph? Is my thesis a precise summary of the conclusions of the paper? Is my evidence clear and cited?
5. The final SWoRD paper should be stapled, with a completed cover sheet in front! I’ll provide the coversheet to you when we get closer to the end of class. It will have the rubric on it – very similar to the one in SWoRD!

In the case you need to do one, all Rewrites should:

1. Address the specific feedback given for the original paper.
2. Be stapled to the front of original paper.

ALWAYS keep an e-copy of your papers (and reviews) for yourself. Rewriting a lot easier if you don’t need to retype the whole paper!

Lastly, I will often ask you to submit something electronically: as a backup, for peer reviews, or to protect your hard work from plagiarism. If I do this, please submit your paper as a RICH TEXT FILE (.rtf) or Word 2003 or earlier Document (.doc). Most word processors will save in these formats! Let me know if you need any help saving in the correct format!
How To: Use SWoRD

How do I create My SWoRD Account?

Step 1. Getting to the Site:
Go to the main SWoRD web page (http://sword.lrdc.pitt.edu/). At the main page, click on “Create New Account”.

Step 2. Policy Statement:
This will take you to the policy page that describes the agreement to participate and use SWoRD. Read the policy carefully. Check the box that says “Check only if you agree,” and click the Agree/Register button.

Step 3. SWoRD Technical Support Policy Statement:
This will take you to the tech support policy page that describes what help tech support can and cannot provide. Read the policy carefully. Check the box that says “Check only if you agree”. Click the “Agree/Register” button.

Step 4. New Account:
The registration page will appear. Fill in your information that will register you in the system. This page allows you to create a password that you will use each time you log onto sword. Fill in your information that will register you in the system. If you don’t wish to use the last 4 digits of your social security number, use any 4 memorable digits as a pin. Click the arrow to finish with registration.

Step 5. Creating a pseudonym:
Choose a pseudonym to be identified with and type in the space provided. This should NOT be your name, your WebCT ID, or anything identifiable as you. The whole point behind SWoRD is that you are reviewing and being reviewed anonymously. (For the same reasons, you don’t want to put your name on your paper or in the file name until the final step when you submit it to me.) Then click “Available?”. The system will inform you if the name is already taken, so you may have to try another name. If your pseudonym is available, click the arrow to proceed.

Step 6. Confirmation:
After you received confirmation that your account has been successfully completed, you will need to enroll in a course. Click on the arrow to enroll in a course.

How do I enroll in SWoRD classes?

After logging into this system, click on the tab labeled 'Enroll Courses' where you pick a course. Search for your course in the pull down box. Once you have chosen your course, you will need to enter the CourseKey. This will be provided by your instructor. Click ENROLL to finish.

How do I submit my writing?

From the “Writer’s Work” menu, click the “Submit Now” button for the appropriate assignment (first draft or final draft). The following page is the submission page. Here you will be entering information about your paper, evaluating your own paper, and attaching the
document. Type the title of the paper. Read the plagiarism statement. If you agree, click in the box next to “Check here if you agree”. (This step is MANDATORY to continue.)

Rate your draft on the three dimensions (Flow, Logic, and Insight). Attach your document following the instructions online. Click “Submit” once you’ve attached the document. Once your draft has been successfully submitted, you should see a confirmation page. You should also receive an e-mail confirmation. **Make sure to save your e-mail.**

**How do I review peer papers?**

**Step 1: Find the Papers**
Access the reviewer’s work menu, click on the “Reviewer’s Work” button on the assignment page sorted by type OR click on the reviewing assignment listed on the assignment page sorted by date.

**Step 2: Download ALL your assigned Papers to Review**
Select the assignment tab and click on “Reviewer’s Work”. Click on the title of the paper to save a copy. Since the papers may have similar or identical names, do a “SAVE AS” and save the paper with the pseudonym of the writer and the draft number (Ninjapookie1).

**Step 3: Preparing to Review the Papers**
Download the dimension guidelines from WebCT. They are in the “How To” folder. See instructor for more information if you have any problems. Save copies of this HTML form to your computer. Again, name each form with the pseudonym of the writer and the draft number. .

**Step 4: Criteria for Reviewing**
View the Flash file on the SWoRD web site for more information about how to review. Read each paper carefully and pay attention to the specifics addressed in the dimension guidelines. Did the person meet some of those specifics? All of them? A paper that sounds great but has no citations or source quotes won’t meet the assignment criteria! Give accurate and honest feedback. If you’re too nice, you aren’t helping the person. If you criticize without backing up your statements, you aren’t either. Always remember that you are critiquing the PAPER, not the writer! Remember that 50 % of your reviewing grades are from your authors who will receive your feedback. She or he will decide how helpful your feedback would be in revising their writing. If you have a paper that just stumps you (say it’s on a completely different topic, for example), then bring a copy of it to the instructor for guidance.

NOTE: you will have 5-6 papers to review. This IS a lot of work to do correctly. That’s why we’re only writing one short formal paper in this class, and why the reviewing part of the SWoRD assignment is worth two full letter grades (100 points). Please take your time and do the best job you can - just as you’d want the people reviewing you to do!

**How do I submit my reviews?**

**Step 1: The written feedback**
Select the assignment tab and click on “Reviewer’s Work”. Click “Review this paper”. Enter your feedback for each of the three dimensions by cutting and pasting from your saved version. DO NOT try to write the review online! If you lose your connection, you’ll have to start all over! Click the next arrow after you finish.
Step 2: The numeric feedback
Select the rating for each of the three dimensions and then click on the next arrow.

Step 3: Repeat
Once you’ve done your first paper, move on to the others and do the same thing for each.

How do I get to see feedback for my paper?
Visit your writing assignment page where you submitted your manuscript. There you may read peer feedback. Note that at the same page, you evaluate the helpfulness of your reviewers’ feedback in a Back-Review. This is one way in which your reviewers earn their SWoRD grade, so please be honest and thorough in your Back-Reviews.

Make sure that you do ALL the following SWoRD steps over the course of the semester:

1. Submit your first draft.
2. Review your assigned first drafts
3. Read your reviewers’ comments and give them Back-reviews
4. Revise your paper
5. Submit your second draft
6. Review your assigned second drafts (same authors as the first, so this go-round should be quicker – if they took your advice!)
7. Read your reviewers’ comments and give them Back-reviews
8. Revise your paper
9. Submit your final draft on WebCt and in hard copy to the instructor (2 copies).

Due dates for each step are on the syllabus. SWoRD ONLY has a 24 hour Grace period. At 11:59 exactly on the day after the assignment was due, the drop box closes. No one, not the SWoRD staff nor the instructor, can open the box to submissions again. So please plan accordingly. Waiting until the very last minute to upload your paper is asking for disaster. If you miss the deadline for the first draft, you will not be able to submit a second draft either, but you will still be able to review other people’s work and earn those points.

A maximum of 1/4 of the available paper points and 0 of the reviewer points are available if you do not participate but choose instead to just submit your paper directly to the instructor at the end of the semester.

That means not participating in SWoRD will cost you at least 156.25 points. This is more than 3 letter grades and makes earning a C or better impossible. So if you have trouble with SWoRD or feel intimidated by the program, please come get assistance from the instructor right away! Don’t put off dealing with the issue!
Part IV: Labs, Worksheets and Papers
LAB: Ancient Rome

You have been assigned to Time Travel Team _______. Your assignment is to travel to the past via the CCBC time machine and make ONE change to the past, during the span of the Roman Republic and Empire. Time machine fuel is expensive, so you will only be able to go back to one time and place. Your goal: prevent the “fall” of Rome, or mitigate it as much as possible.

Before going, your team should fill out the Mission Action Statement below. After returning, you should fill out the Mission Debriefing Statement.

List one Action Item per team member below (one suggestion on what to change and how to change it). Then predict the consequences of your action and discuss which one you will do. We

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<th>Team Members</th>
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<tr>
<td>Role:</td>
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<tr>
<td>Research Director</td>
</tr>
<tr>
<td>Recorder</td>
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<td>Presenter</td>
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Do NOT sign above unless you agree to this waiver. Signing indicates consent.

<table>
<thead>
<tr>
<th>Waiver</th>
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<tr>
<td>The above signed agree that CCBC can not be held responsible for misuse of the time stream while in the past. All Time Travelers agree to hold CCBC harmless in the case that they get themselves maimed or killed while in the past or disrupt the time stream. As signers have been informed of the dangers of time travel, including forming a permanent time loop or obliterating one’s potential future. Time travelers also agree not to kill any insect life while in the past, and to obtain all necessary vaccinations before departure.</td>
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<tr>
<th>Potential Objectives:</th>
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<tr>
<td>Objective One:</td>
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<tr>
<td>State Objective:</td>
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<th>Objective Two:</th>
<th>Selected?</th>
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<td>State Objective:</td>
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<td>State Predicted Outcomes:</td>
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<th>Objective Three:</th>
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<td>State Objective:</td>
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<td>State Predicted Outcomes:</td>
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## Mission Debriefing

<table>
<thead>
<tr>
<th>Summarize Contacts With Natives and Native Artifacts:</th>
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<tr>
<th>Summarize Actions taken:</th>
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<tr>
<th>Account for any Casualties, Lost Equipment, or Time Loops:</th>
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<tr>
<th>State Predicted Short and Long Term Outcomes:</th>
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Attach all documents confirming your initial hypotheses or the consequences of your actions!
LAB: Design your own Museum Exhibit

If you are going to the Walters on your own, please print this out and fill it out! First, tour the exhibits that cover the materials we study in class (Ancient, Medieval, Renaissance/, and some of the Islamic and Rare Manuscripts exhibits too). Take notes on this page about 1-2 items from each exhibit relate to the BIG QUESTIONS below.

- Role of Religion: __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- Private Life:
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________

- How Countries Relate (war, trade, cultural influence)
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
  __________________________________________________________
• Shared Cultural Values (things like ma’at, arête, veneration of fathers, chivalry, Christian piety, etc)

• Status (we won’t see how the poor and marginal are treated, but we will see how the high status show that status and make it clear that they are NOT marginal):

Now pick ONE of the topics you took notes on above, and describe your museum exhibit. Give the technical details of each piece (what, where, when, by whom) and, most importantly, how it will help your museum visitors understand the theme of your exhibit. Your theme should be the key facts you want viewers to learn. Make certain you have artifacts from at least three exhibits at the Walters, and 4 artifacts total!

Theme (BQ and specific details/approach):
Artifact 1:


Artifact 2:


Artifact 3:


Artifact 4:


LAB: Who Murdered Peter of Castelnau?

Name: ____________________________

Peter (or Pierre) of Castelnau, a Cistercian monk, was murdered on 15 January, 1208 while serving as a papal legate in France. It is your task to investigate the principals involved. Determine who may have orchestrated his murder and why (their motives). To understand the context of the murder, you’ll need to understand Catharism and the Albigensian branch of that heresy as well as the actions of specific people involved.

**People to be investigated:**

| The Cathar/Albigensian community in general | Innocent III: Pope, staunch defender of the Catholic faith |
| Peter of Castelnau: papal legate, monk, and devout Catholic (we want to know if he was involved w/ anything unknown that might have led to his death) | Arnold Amalric, Abbot of Cîteaux |
| Raymond IV, count of Toulouse: Nobleman, possible supporter of the heretical Albigensian community. | Philip II, king of France |
|  | Simon of Montfort, northern noble who went on Crusade |
|  | Arnold-Aimery, papal legate once the Crusade is called |
|  | Peter, King of Aragon, holder of some lands in France |

**Investigative report on:**

| Possible Motives: | Evidence (sources): |
|  |  |

<p>| Opportunity: | Evidence (sources): |
|  |  |</p>
<table>
<thead>
<tr>
<th>Reasons for non-involvement (alibis, conflicting motives):</th>
<th>Evidence (sources):</th>
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<tr>
<th>Recommendation (proceed with prosecution?) and Justification (why/why not?):</th>
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</table>
LAB: Medieval Iron Chef

Team: ___________________                         Name: _________________________

Iron Chef Medieval: Planning a Late Medieval Feast

The goal of this assignment is to design a dinner with appropriate decor and entertainment for a Medieval gathering. The specific sort of gathering will be assigned in class (Prosperous Peasant, Urban Merchant or Guild-master, Nobleman). Your team will work on the dinner together, each on taking a dish and either a form of entertainment or a traditional decoration. Make sure everything you provide is accurate for the times or your hosts will not be pleased and your team will not get paid for their work! (Example: if you’re assigned a Christmas feast, would a tree be appropriate? No - these were not common until Victorian times c. 1830-50!). As your team organizes tasks, list your responsibilities below. Also include your bibliography of sources (just the ones you yourself used) in MLA or Turabian format.

My course at dinner: _____________________________________

I am providing (circle one): Entertainment  Decoration

Bibliography of print and web sources:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
Your Dish (Give the name of the dish describe then the time/place it came from and what course it will be):

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Describe Major steps/ingredients in making the dish and how you will present it when finished:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Why did you choose this dish to be part of your dinner? How does it fit with the dinner’s theme?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Describe your form of Entertainment or Decoration, including where and when from:

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Why did you choose this form of Entertainment or Decoration? How does it fit with your dinner’s theme?

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Read the provided primary source(s) and bring them to class for discussion the week before the Essay is due. Read the Rubric too so you know how you’ll be graded. You’ll be answering the questions that follow in a 1 page typed essay (see above in the Thinkbook for the format details) that uses these sources and your textbook/class information. Make sure you quote the primary sources! Again, make sure that your essay uses these sources AND your textbook/class information. Synthesis is important, so use multiple sources in each paragraph. You don’t need to use EVERY source below however, but do use at least 3 of them.

NOTA BENE:
· Because this is such a short paper, do NOT try to have an intro paragraph. Just list your thesis, without a paragraph, skip a line, and start into the body of the paper. Your conclusion can be very brief as well, but body paragraphs should be normal.
· Make sure you CITE the sources (quotes and paraphrases) in the text of your writing (Author, pg), but you do NOT need a Bibliography at the end since you’ll only be using the provided sources and your textbook/class notes. Don’t forget you have the tutorials on WebCT if you missed class or misplaced your notes. You can also use the Primary Sources in your textbook too if you need something to prove a point that you don’t see here.

Source 1: Gilgamesh (excerpts)
[The king Gilgamesh and hero Enkidu become great friends. Together they set out on a long journey to the Cedar Forest in the North. They slay a fire-breathing monster called Humbaba who is the guardian of the forest. After their return, Ishtar, the goddess of love, becomes infatuated with Gilgamesh and offers to marry him. Gilgamesh, citing Ishtar’s fickle nature in matters of love, refuses. Ishtar becomes incensed. She sends a monster, the Bull of Heaven to kill the two, but they defeat it. The death of the Bull of Heaven offends the gods. As compensation, they decree that one of the two heroes must die. After a ominous dream, Enkidu passes away. Gilgamesh greatly mourns for his friend and for the fate of all mortal men. He decides to seek the secret of immortality from Utnapishtim, the Mesopotamian Noah to whom the gods granted everlasting life.]

Bitterly Gilgamesh wept for his friend Enkidu; he wandered over the wilderness as a hunter, he roamed over the plains; in his bitterness he cried, ‘How can I rest, how can I be at peace? Despair is in my heart. What my brother is now, that shall I be when I am dead. Because I am afraid of death I will go as best I can to find Utnapishtim whom they call the Faraway, for he has entered the assembly of the gods.’ So Gilgamesh traveled over the wilderness, he wandered over the grasslands, a long journey, in search of Utnapishtim, whom the gods took after the deluge; and they set him to live in the land of Dilmun, in the garden of the sun; and to him alone of men they gave everlasting life.

[After an arduous journey, Gilgamesh finds Utnapishtim. Utnapishtim tells the hero the story of the flood: mankind’s incessant activity had disturbed the rest of the gods, who thus decided to destroy the humans by flooding the earth. Ea, the god of the waters, warned Utnapishtim of the
coming deluge. By building a strong ship, Utnapishtim and his family survive. The gods then repented of their action and granted immortality to the survivor. Utnapishtim also reveals another important secret to Gilgamesh.

‘Gilgamesh, I shall reveal a secret thing, it is a mystery of the gods that I am telling you. There is a plant that grows under the water, it has a prickle like a thorn, like a rose; it will wound your hands, but if you succeed in taking it, then your hands will hold that which restores his lost youth to a man.’ When Gilgamesh heard this he opened the sluices so that a sweet-water current might carry him out to the deepest channel; he tied heavy stones to his feet and they dragged him down to the waterbed. There he saw the plant growing; although it pricked him he took it in his hands; then he cut the heavy stones from his feet, and the sea carried him and threw him on to the shore. Gilgamesh said to Urshanabi the ferryman, ‘Come here, and see the marvelous plant. By its virtue a man may win back all his former strength. I will take it to Uruk of the strong walls; there I will give it to the old men to eat. Its name shall be “The Old Men Are Young Again”; and at last I shall eat it myself and have back all my lost youth.’

So Gilgamesh returned by the gate through which he had come, Gilgamesh and Urshanabi went together. They traveled their twenty leagues and then they broke their fast; after thirty leagues they stopped for the night. Gilgamesh saw a well of cool water and he went down and bathed; but deep in the pool there was lying a serpent, and the serpent sensed the sweetness of the flower. It rose out of the water and snatched it away, and immediately it sloughed its skin and returned to the well. Then Gilgamesh sat down and wept, the tears ran down his face, and he took the hand of Urshanabi; ‘O Urshanabi, was it for this that I toiled with my hands, is it for this I have wrung out my heart’s blood? For myself I have gained nothing; not I, but the beast of the earth has joy of it now. Already the stream has carried it twenty leagues back to the channels where I found it. I found a sign and now I have lost it. Let us leave the boat on the bank and go.’

The destiny was fulfilled which the father of the gods, Enlil of the mountain, had decreed for Gilgamesh... ‘You were given the kingship, such was your destiny, everlasting life was not your destiny.’

Source 2: Mesopotamian Lament:

151-160. "A second time I prostrated myself and stretched out my arms. Truly I shed my tears before An. Truly I myself made supplication to Enlil. "Let not my city be destroyed," I implored them. "Let not Urim be destroyed," I implored them. "Let not its people perish," I implored them. But An did not change that word. Enlil did not soothe my heart with an "It is good -- so be it"."

172-178. Enlil called the storm -- the people groan. He brought the storm of abundance away from the Land -- the people groan. He brought the good storm away from Sumer -- the people groan. He issued directions to the evil storm -- the people groan. He entrusted it to Kin-gal-uda, the keeper of the storm. He called upon the storm that annihilates the Land -- the people groan. He called upon the evil gales -- the people groan.

188-196. After the haze had lifted at noon, he made fires blaze. He locked up the day and the rising of the bright sun together with the good storm. In the Land he did not let the bright sun rise; it shone like the evening star. In the delightful night, the time when coolness sets in, he redoubled the south wind... The scorching potsherds made the dust glow (?) -- the people groan. He swept the winds over the black-headed people -- the people groan. Sumer was overturned by a snare -- the people groan. It attacked (?) the Land and devoured it completely. Tears cannot influence the bitter storm -- the people groan.

197-203. Then the storm was removed from the city, that city reduced to ruin mounds. Its
people littered its outskirts just as if they might have been broken potsherds. Breaches had been made in its walls -- the people groan. On its lofty city-gates where walks had been taken, corpses were piled. On its boulevards where festivals had been held, heads lay scattered. In all its streets where walks had been taken, corpses were piled. In its places where the dances of the Land had taken place, people were stacked in heaps. They made the blood of the Land flow down the wadis like copper or tin. Its corpses, like fat left in the sun, melted away of themselves.

230-240. The [Land] was swallowed by a swamp -- the people groan. The mother absconded before her child's eyes -- the people groan. The father turned away from his child -- the people groan. In the city the wife was abandoned, the child was abandoned, possessions were scattered about.... All the treasures accumulated in the Land were defiled. In all the storehouses abounding in the Land fires were kindled...

Source 3: Egyptian Book of the Dead (excerpts):
Chapter I. The beginning of the chapters of coming forth by day, of the words which bring about resurrection and glory, and of coming out of and entering into the Underworld. Said upon the day of burial of N [the deceased], the victorious, who enters after coming forth: "Here is N the victorious... O you who bring beneficent souls into the house of Osiris, do you bring the soul of N together with you into the house of Osiris; let him see you as you see, let him hear as you her, let him stand as you stand, and sit as you sit [in the house of Osiris]. O you who give bread and beer to beneficent souls in the house of Osiris, do you give bread and beer at the two periods to the soul of N who is with you. O you who unclose the ways and open the roads to beneficent souls in the house of Osiris, unclose then the ways and open the roads to the soul of N who is with you, let him enter boldly and come forth in peace at the house of Osiris, without hindrance and without repulse. Let him enter at his pleasure and go forth at his will, triumphantly with you; and let that be executed which he shall order in the house of Osiris.

Source 4: Hymn to the Nile (excerpts):
Hail to thee, O Nile! Who manifests thyself over this land, and comes to give life to Egypt! Mysterious is thy issuing forth from the darkness, on this day whereon it is celebrated! Watering the orchards created by Re, to cause all the cattle to live, you give the earth to drink, inexhaustible one! Path that descends from the sky, loving the bread of Seb and the first-fruits of Nepera, You cause the workshops of Ptah to prosper!

He brings the offerings, as chief of provisioning; He is the creator of all good things, as master of energy, full of sweetness in his choice. If offerings are made it is thanks to Him. He brings forth the herbage for the flocks, and sees that each god receives his sacrifices. All that depends on Him is a precious incense. He spreads himself over Egypt, filling the granaries, renewing the marts, watching over the goods of the unhappy.

No dwelling (is there) which may contain you! None penetrates within your heart! Your young men, your children applaud you and render unto you royal homage. Stable are your decrees for Egypt before your servants of the North! He stanches the water from all eyes and watches over the increase of his good things. He shines when He issues forth from the darkness, to cause his flocks to prosper. It is his force that gives existence to all things; nothing remains hidden for him. Let men clothe themselves to fill his gardens. He watches over his works, producing the inundation during the night.....

Source 5: Plutarch: Life of Aristides,
21.1: And the Plataeans undertook to make funeral offerings annually for the Hellenes who had fallen in battle and lay buried there. And this they do yet unto this day, after the following
manner. On the sixteenth of the month Maimacterion, they celebrate a procession. This is led forth at break of day by a trumpeter sounding the signal for battle; wagons follow filled with myrtle-wreaths, then comes a black bull, then free-born youths carrying libations of wine and milk in jars, and pitchers of oil and myrrh (no slave may put hand to any part of that ministration, because the men thus honored died for freedom); and following all, the chief magistrate of Plataea, who may not at other times touch iron or put on any other raiment than white, at this time is robed in a purple tunic, carries on high a water-jar from the city's archive chamber, and proceeds, sword in hand, through the midst of the city to the graves; there he takes water from the sacred spring, washes off with his own hands the gravestones, and anoints them with myrrh; then he slaughters the bull at the funeral pyre, and, with prayers to Zeus and Hermes Terrestrial, summons the brave men who died for Hellas to come to the banquet and its copious drafts of blood; next he mixes a mixer of wine, drinks, and then pours a libation from it, saying these words: "I drink to the men who died for the freedom of the Hellenes."

**Source 6: Empedocles the Philosopher Goes Among Men as an Immortal**

Friends who dwell throughout the great town of golden Acragas, up by the citadel, men mindful of good deeds, unversed in wickedness, havens of respect for strangers, all hail. I go about among you all an immortal god, mortal no more, honored as is my due and crowned with garlands and verdant wreaths. Whenever I enter the prosperous townships with these my followers, men and women both, I am revered; they follow me in countless numbers, asking where lies the path to gain, some seeking prophecies, while others, for many a day stabbed by grievous pains, beg to hear the word that heals all manner of illness. (Frag. 112.)

But at the end they come among men on earth as prophets, bards, doctors and princes; and thence they arise as gods mighty in honor, sharing with the other immortals their hearth and their table, without part in human sorrows or weariness. (Frags. 146, 147.)

**Questions:**

1. Compare and contrast how the Mesopotamians, Egyptians, and Greeks saw their gods and themselves in relation to their gods and world. (Hint: Big Question 10 - cultural values and BQ 3, Role of Religion/Philosophy are possibilities) Suggested length: 2 paragraphs

2. What things that you have learned in your readings so far could WHY these similarities and differences exists between the cultures? (Big question.....? Hey! You already had a hint! But one of the BQ’s NOT mentioned above will help w/ this!) 1 paragraph length suggested

**THESIS TIP:** Try making your thesis something like, “While X and Y were more like [main characteristic(s)] Y and Z share [main characteristic(s)] BECAUSE of [reason].

**Grading Rubric:**

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>superb</th>
<th>v. good</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
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<tr>
<td>Thoroughness: answers question asked, discusses all or most periods covered</td>
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<td>Detail: uses specific examples (vocab) from class &amp; book, is factually correct</td>
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<tr>
<td>Relationships: has dates &amp; sense of chronology and conveys a sense of place</td>
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<tr>
<td>CT/Analysis: shows cause and effect, clear logic, cross-cultural patterns</td>
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<tr>
<td>CT/Synthesis: integrates provided quote, uses info from &gt;1 source to prove points</td>
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<td>Structure: grammar, spelling, paragraphing - clear communication skills</td>
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<td>6↑</td>
<td>5↑</td>
<td>4↑</td>
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**SWoRD Paper Sources and Instructions**

This paper is peer-reviewed with SWoRD (2 drafts), then submitted in hard copy (2 copies) and on WebCT. Use the provided coversheet for the final draft.

**Objectives**: successfully completing this assignment demonstrates the ability to:

- Compare, contrast and evaluate bias in primary sources
- Form a clear, well-structured written argument using correct English grammar
- Search the web for primary sources and critically evaluate available history web sites.

In this short paper you will be given a set of primary sources (following) from the past that express one point of view or historical perspective. Your assignment is to find at least three reliable online primary sources that contradict the set you are given and analyze the groups of documents. As you read the documents and build a thesis, consider these questions:

- How do we determine what happened in the past when we have conflicting sources?
- What makes a primary source reliable?
- How can you detect bias in a primary source and does bias make a source unusable?

Steps in preparing your paper:

1. Read the relevant chapter(s) of your textbook for background.
2. Read the attached sources, and the provided handouts on searching the web, determining website reliability, and annotating a bibliography.
3. Find one viewpoint that is consistently expressed in the provided documents. You don’t need to look for every possible detail from the sources, just pick one consistent theme to focus on in your paper. If it’s not present in all 5 documents, you can leave out a maximum of two. You must use at least three of them though! This is a good stage to get feedback from your instructor to make sure that the theme you picked is one that will be easy to research!
4. Search the web to find at least two primary source documents that have the opposing viewpoint. Say you focused on documents that showed Europeans as violent religious fanatics. Opposing views might show them as tolerant OR as having motives other than piety (or both). If you find you can see multiple opposing views, again, don’t try to discuss every single possibility. Pick just the one or two opposing views with the most evidence to focus on.
5. Make notes on the two sets of sources. What are the main differences, the opposing views? Are there any similarities (both sides citing religion, for example)? What historical events can you find in your book that account for the differences? Which set do you think reflects a more accurate view of what really happened? WHY?
6. Once you’ve picked your sources, create a bibliography of them and annotate it. Use Citation Machine on annotating bibliographies for instructions. Your annotations should:
   i) explain what resources are present at the site
   ii) explain what makes the site academically reliable
Now move on to the paper itself:

1. Look at your notes and sum up your main points.
2. Make a list of 4-5 main points of which you want to convince your reader. Each of these will become a paragraph topic sentence. In bullet format, under each main point, write down what evidence you have that you're right and which document you found it in. For a strong paragraph, make sure you have evidence from more than one document!
3. Look at your 4-5 main points. Overall, what have you proven about the topic and the documents? Sum up the ideas of your main points in a single sentence. That's your thesis.
4. Congratulations! You now have a solid outline for your paper. Leave it alone for a day or two, then come back and give it another look. Turn your bullets into complete sentences and fill in the transitions between paragraphs.
5. To create an introduction, give your reader some brief background on the problem you were trying to solve and the sorts of sources you used to do so. Then sum up your paper in a concluding paragraph. You now have a first draft.
6. If your class is using SWoRD, you should submit this draft to the program and wait for feedback. If not, let the paper be for a few more days, then go back and revise it. Show it to a friend who isn't in the class. Can they follow your main points? Do they see any flaws or gaps in your logic? Once you've revised the paper again, it's ready to submit.

The finished paper should be approximately 2-3 pages long (12 point Times New Roman or Courier, 1.5 of 2 line spacing) with one inch margins. Underline your thesis statement and each paragraph’s topic sentence. This will help you know you have them!

---

**Crusades Sources**

**I. A Version of Urban II’s speech at Clermont by Robert the Monk:**

From the confines of Jerusalem and the city of Constantinople a horrible tale has gone forth and very frequently has been brought to our ears, namely, that a race from the kingdom of the Persians, an accursed race, a race utterly alienated from God, a generation forsooth which has not directed its heart and has not entrusted its spirit to God, has invaded the lands of those Christians and has depopulated them by the sword, pillage and fire; it has led away a part of the captives into its own country, and a part it has destroyed by cruel tortures; it has either entirely destroyed the churches of God or appropriated them for the rites of its own religion. They destroy the altars, after having defiled them with their uncleanness. They circumcise the Christians, and the blood of the circumcision they either spread upon the altars or pour into the vases of the baptismal font. When they wish to torture people by a base death, they perforate their navels, and dragging forth the extremity of the intestines, bind it to a stake; then with flogging they lead the victim around until the viscera having gushed forth the victim falls prostrate upon the ground. Others they bind to a post and pierce with arrows. Others they compel to extend their necks and then, attacking them with naked swords, attempt to cut through the neck with a single blow. What shall I say of the abominable rape of the women? To speak of it is worse than to be silent.

The kingdom of the Greeks is now dismembered by them and deprived of territory so vast in extent that it can not be traversed in a march of two months. On whom therefore is the labor of avenging these wrongs and of recovering this territory incumbent, if not upon you? You, upon whom above other nations God has conferred remarkable glory in arms, great courage,
bodily activity, and strength to humble the hairy scalp of those who resist you. Let the deeds of your ancestors move you and incite your minds to manly achievements; the glory and greatness of king Charles the Great, and of his son Louis, and of your other kings, who have destroyed the kingdoms of the pagans, and have extended in these lands the territory of the holy church. Let the holy sepulchre of the Lord our Savior, which is possessed by unclean nations, especially incite you, and the holy places which are now treated with ignominy and irreverently polluted with their filthiness. Oh, most valiant soldiers and descendants of invincible ancestors, be not degenerate, but recall the valor of your progenitors.

II. The Siege and Capture of Ascalon, AD 1153

... Ascalon was captured by the army of the Lord, that is by the men of Jerusalem, and occupied by our people; first, however, the army was afflicted with great labor and lengthy war, besides many dangers and grievous losses. For, in the days following the purification of the holy mother of God [the Blessed Virgin Mary: 2 February], the king of Jerusalem [Baldwin III], moving his array, invested the city with his army spread around, and remained until the feast of the assumption of the same most blessed Virgin [15 August]. On the day following that most sacred feast, he moved the [siege tower] with its military engines to the wall; and by subterranean artifice it was brought about that the falling wall furnished a wide entrance to our men.

[A] chief leader and commander of [Baldwin’s] army... rushed in with his troop, and, reaching an open space in the city surrounded by his band of men, he established a position; there, limited by the narrowness of the streets, closed in by walls and the overhanging roofs of the buildings, and beset from every side by a growing crowd, he was overwhelmed and slain with the entire body of his men. The heads of whom were gathered in one heap so they might be displayed to the king of Babylon [i.e., of Egypt] as a sign of victory; they hung the bodies on the walls, taunting us and provoking the army of God with words of blasphemy.

Finally, our men much strengthened in the Lord, committing themselves to the Lord with most devout prayers and making vows to the holy mother of God, attacked the wall on the third day; standing firm in faith, they moved forward warlike implements, machines and balistas. Truly, the True Cross went before the army in the hands of the patriarch. Then, indeed, by the manifest power of the Lord, all were struck by blindness, so that when a balista by its force shot millstones into their midst, no one saw the incoming stone so he might move from the place and avoid the blow of the stone. Finally, hard pressed, they delivered the city into the hand of the king, and from that time Ascalon was made ours and possessed by our people...

III. Usamah Ibn Munqidh (1095-1188) Accounts of his interactions with the Franks after the Third Crusade.

A Frankish Trial: They installed a huge cask and filled it with water. Across it they set a board of wood. They then bound the arms of the man charged with the act, tied a rope around his shoulders and dropped him into the cask, their idea being that in case he was innocent, he would sink in the water and they would then lift him up with the rope so that he might not die in the water; and in case he was guilty, he would not sink in the water. This man did his best to sink when they dropped him into the water, but he could not do it. So he had to submit to their
sentence against him--may Allah's curse be upon them! They pierced his eyeballs with red-hot awls.

**IV. Anna Comnenus, from the Alexiad (1097):**

When Bohemund had come to him, the Emperor greeted him with gladness and inquired anxiously about the journey and where he had left his companions. Bohemund responded to all these things as he thought best for his own interests, affably and in a friendly way, while the Emperor recalled in a familiar talk his bold undertakings long ago around Durazzo and Larissa and the hostilities between them at that time. Bohemund answered, "Then I confess I was your enemy, then I was hostile. But, behold, I now stand before you like a deserter to the ranks of the enemy! I am a friend of your Majesty." The Emperor proceeded to scrutinize the man, considering him cautiously and carefully and drawing out what was in his mind. As soon as he saw that Bohemund was ready to consent to swear an oath of fealty to him, he said, "You must be tired from the journey and should retire to rest. We will talk tomorrow about anything else."

...Never, indeed, have I seen a man so dishonest [as Bohemund]. In everything, in his words as well as in his deeds, he never chose the right path; and when anyone deviates from the moderation of virtue, it makes little difference to whatsoever extreme he goes, for he is always far from honesty. For the rest, the Emperor then summoned Bohemund and exacted from him the usual oath of the Latins. The latter, knowing well his own resources, and realizing that he was neither of noble birth nor well supplied by fortune with wealth, for he had no great force, but only a moderate number of Gauls with him, and being, besides, dishonest in character, readily submitted himself to the will of the Emperor.

**V. Itinerarium Peregrinorum et Gesta Regis Ricardi: Muslim Hostages Slain at Acre, 1191**

After the departure of Philip Augustus from the Holy Land, Richard took command of the remaining Crusaders there. The fulfillment of the truce conditions at Acre was the first consideration now and Richard pressed Saladin to deliver the prisoners whose release had been promised. The Muslim arrangements, however, proved too slow for the impatient English king.

King Richard awaited the expiration of the time set by the agreement between him and the Turks, as mentioned earlier. Meanwhile, he had the siege machines and mangonels loaded into packs for transport. Even after the period set by the Saracens for the return of the Holy Cross and the freeing of the hostages [on the conditions mentioned before] had ended, he waited three weeks beyond the time limit to see if Saladin would remain faithful to what had been done or if the treaty maker would further violate his agreement. King Richard thought that since Saladin seemed to care nothing about it, perhaps God would so arrange things that something even better might come of it. Too, the Saracens might need a delay in order to fulfill their promise and to seek for the Holy Cross.

Frequently you could hear the Christians seeking for news of when the Holy Cross would come. God, however, did not wish it to be returned at that time for the liberation of those whose freedom had been promised for its return. Rather, he wished them to perish. One man said to another: "The Cross has come now!" Another man said to someone else: "It has been seen in the Saracen army." But all of them were mistaken.

Saladin had not arranged for the return of the Holy Cross. Instead, he neglected the hostages
who were held as security for its return. He hoped, indeed, that by using the Holy Cross he could gain much greater concessions in negotiation. Saladin meanwhile was sending gifts and messengers to the King, gaining time by false and clever words. He fulfilled none of his promises, but by an increasing use of graceful and ambiguous words he attempted for a long time to keep the King from making up his mind....

Later, indeed, after the time limit had more than passed, King Richard determined that Saladin had hardened his heart and cared no longer about ransoming the hostages. He assembled a council of the greater men among the people and they decided that they would wait in vain no longer, but that they would behead the captives. They decided, however, to set apart some of the greater and more noble men on the chance that they might be ransomed or exchanged for some other Christian captives.

King Richard always hoped to overwhelm the Turks completely, to crush their impudent arrogance, to confound the Moslem law, and to vindicate Christianity.

On the Friday next after the feast of the Assumption of Blessed Mary, [August 16, the date when the decision to massacre the Muslims was made. It was done on August 20] he ordered that two thousand seven hundred of the vanquished Turkish hostages be led out of the city and decapitated. Without delay his assistants rushed up and quickly carried out the order. They gave heartfelt thanks, since with the approval of divine grace, they were taking vengeance in kind for the death of the Christians whom these people had slaughtered with the missiles of their bows and ballistas.

Remember to start by analyzing the provided documents. Look at both action and motive. If you think the Crusaders acted violently and crudely, look for additional sources that show them being tolerant or peaceful. If you think they acted for prestige financial gain, look for sources that show them acting spiritual, and so on. Don’t hesitate to ask for help if you need guidance finding sources or constructing a thesis!

Grading Rubric for the Paper:

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Grade Record Sheet

Please take a minute to write down the points you earn on each assignment in the corresponding line on this record sheet. This way you will always know how many points you have earned in the class to date. To calculate your points, just add up all the points in the “Points Earned” column and divide that number by all the points you have had a chance to earn so far as listed in the Points Available column. Multiply the result by 100, and check this percentage against the scale at the beginning of the course book.

Remember that extra credit assignments add no points to the “Points Available” column, since they are in addition to the 500 possible base points! You’ll see that there are several extra credit options included below and open to all students who participate, turn in assignments, and put genuine effort into the class. There may be a few more points available as well BUT extra credit can never replace points lost through un-excused absences or failure to do an assignment to begin with.

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Appendix: Quiz Questions for Each Chapter
(There are also quizzes on WebCt and on the Publisher’s Web Site. Answers are at the end.)

Chapter 1 Practice Quiz:

1. **After the death of Solomon**
   A) Israel was destroyed by the Phoenicians  
   B) The Judges again ruled Israel  
   C) His kingdom split in two, the northern kingdom of Israel and the southern kingdom of Judah.  
   D) The prophet Isaiah seized the throne

2. **The kingdom of Israel reached its peak under the temple-building king**
   A) Solomon  
   B) David  
   C) Saul  
   D) Ahab

3. **Which of the following was not true about Sumerian life?**
   A) Nomadic wandering, taking care of flocks  
   B) Irrigated agriculture  
   C) International trade  
   D) Temples with priests and priestesses

4. **The success of the Assyrian empire was based on**
   A) The use of Iron weaponry and systematic brutality  
   B) Skilled administration and the spread of the Aramaic language  
   C) Skilled military engineers and a trained officer corps  
   D) All of the above

5. **The Indo-Europeans**
   A) Provided most of the languages for Europe, as well as Hindi in India  
   B) Often fought and moved on horseback  
   C) Established the Hittite kingdom in what is now modern Turkey  
   D) All of the above

Chapter 2 Practice Quiz:

1. **The Greek invention of philosophy, or the search for knowledge, involved the idea that**
   A) The cosmos was orderly, accessible to human reason, and based on natural laws  
   B) All could be learned by studying the texts of ancient Egypt and Mesopotamia  
   C) The gods would reveal all knowledge according to their own plan  
   D) People could hasten the acquisition of knowledge by increasing religious sacrifices

2. **Which of the following was NOT true of the Olympic Games?**
   A) Men and women could compete together in some events  
   B) They were pan-Hellenic, or open to Greeks from any polis  
   C) They were a religious festival in honor of Zeus  
   D) Victorious athletes were richly rewarded with honor and free meals

3. **The epics of Homer are set in the period of Greek history called the**
   A) Sumerian Age  
   B) "Dark Age"  
   C) Mycenaean Age  
   D) Stone Age

4. **Which of the following was NOT one of the early Greek philosophers, or scientists?**
   A) Pythagoras  
   B) Gilgamesh  
   C) Democritus  
   D) Thales

5. **Socrates believed that**
   A) There were no standards of truth and justice; only success counts  
   B) That true wisdom lies in the endless search for knowledge  
   C) That Alcibiades should conquer the world  
   D) That all philosophical questions were meaningless
Chapter 3 Practice Quiz:

1. **Arsinoe II**
   A) Married her brother and became Queen of Egypt  
   B) Married the king of Thrace  
   C) Was worshipped as a goddess in Egypt  
   D) All of the above

2. **The southern Greek states, the self-described "civilized" Greeks, regarded the Macedonians as**
   A) Highly developed politically and culturally, and to be emulated  
   B) Backward because they did not have the political life of the city-states  
   C) So poor and backward they were not worth bothering about  
   D) Dangerous because they were allied with Persia

3. **During the Hellenistic period slavery**
   A) Increased in numbers and ethnic diversity  
   B) Decreased in numbers as war prisoners were generally set free  
   C) Was controlled so that only the kings and their officials could own slaves  
   D) Was restricted to non-whites

4. **During his conquest of the Persian Empire, Alexander**
   A) Was brutal in battle, but generous in peace  
   B) Perfected the art of siege warfare  
   C) Won every battle, often against great odds  
   D) All of the above

5. **Which of the following is NOT a characteristic of the mystery religions?**
   A) Ceremonies were led by the civic leaders so the gods would protect the polis  
   B) Individual salvation and an afterlife were promised the initiates  
   C) Music, dance and purification rituals led to a mystic union with the god/goddess  
   D) Initiates were sworn to secrecy about the special rituals

Chapter 4 Practice Quiz:

1. **Caesar strayed from traditional Roman custom and politics by**
   A) Accepting a dictatorship for life  
   B) Wearing royal regalia and establishing a priesthood to worship his genius  
   C) Having his image placed on coins  
   D) All of the above

2. **Which of the following was not true about the city of Rome during the later republic?**
   A) The Forum was both the economic and the political center of the city.  
   B) The Subura was the most notorious slum in the city.  
   C) Rome became famous for its clean, efficient disposal of sewage  
   D) There were numerous public baths that catered separately to men and women

3. **Which was NOT an advantage of the site of Rome?**
   A) On a river with access to both sea and interior  
   B) On protecting hills overlooking a fertile plain  
   C) High in the mountains protected from attack  
   D) Midway along Italy’s western plain fostering trade and commerce

4. **The Romans had many engineering accomplishments. Which of these was not one of them?**
   A) Use of concrete  
   B) Building aqueducts  
   C) Building bridges  
   D) Building high spires for their temples
5. At the end of the First Punic War, the Romans acquired
   A) Spain          B) Greece          C) North Africa          D) Sicily

Chapter 5 Practice Quiz:

1. Which of the following was not a factor holding the Roman Empire together?
   A) Ferocious repression of all rebellions
   B) Widely spread Romanization through citizen colonies and military service
   C) Local town councils that maintained infrastructure, collected taxes, and loyally reported to the imperial administration
   D) Well-engineered roads and bridges, with an organized transport system

2. During the Second Triumvirate
   A) Pompey became dictator for ten years
   B) Before their final showdown, Antony and Octavian forced the third member, Lepidus, to retire
   C) Cleopatra sided with Octavian, insuring his triumph
   D) Julius Caesar was assassinated by a conspiracy led by the Triumvirs themselves.

3. Antony and Cleopatra lost the Battle of Actium because
   A) A great storm destroyed their ships
   B) Octavian possessed much larger forces than Antony
   C) Cleopatra abandoned the battle with her fleet and Antony followed her
   D) Antony was killed at the beginning of the battle

4. It can be said of the rule of the Roman Emperor Diocletian that
   A) He ended the chaos of the past fifty years, but at the cost of weakening the will of many Romans to support public life or fight for the empire
   B) His policy of restoring many republican institutions ultimately weakened imperial rule.
   C) His vigorous renewal of pagan religious life prevented the triumph of Christianity for more than a century.
   D) None of the above

5. The government established by Augustus after 27 B.C. has come to be called the
   A) Dictatorship          B) Royal realm          C) Democratic republic          D) Principate

Chapter 6 Practice Quiz:

1. Theodoric was king of the
   A) Visigoths          B) Ostrogoths          C) Franks          D) Vandals

2. To defend the empire, Byzantine rulers did all of the following except
   A) Divide the empire into themes, or military districts, raising local troops to defend each province
   B) Develop a new weapon, Greek fire, for naval combat
   C) Prefer to use force rather than diplomacy to solve international relations
   D) Maintain a strong armored cavalry as the backbone of its army

3. The capital of the Byzantine Empire was
   A) Mecca          B) Rome          C) Alexandria          D) Constantinople
4. **The Abbasid caliphate**
   A) Overthrew the Umayyads, claiming that it would restore spiritual authority to the Caliphate
   B) Moved the capital to Baghdad, which gave Islam a more Persian cultural flavor
   C) Never controlled the entire Islamic world, and gradually lost its political dominance
   D) All of the above

5. **Cyril and Methodius**
   A) Converted many of the Slavic tribes to Christianity
   B) Were the first great rulers of Kievan Russia
   C) Were the originators of the iconoclast controversy in Byzantium
   D) Were responsible for the schism of 1054 between the Latin and the Greek churches

**Chapter 7 Practice Quiz:**

1. **In the medieval manor**
   A) There was included pasture, woodlands, and ponds as well as agricultural fields
   B) The peasants lived on the land they farmed
   C) The land was farmed in large blocks
   D) All of the above

2. **Which of the following was not part of the feudal, as opposed to the manorial, hierarchy?**
   A) Lords
   B) Serfs
   C) Kings
   D) Vassals

3. **All of the following were part of customary German legal procedure except**
   A) A fixed number of honorable men could testify to the character of the accused
   B) Trial by battle in which the victor was judged innocent
   C) Picking up a red-hot iron to see if the accused's hand was damaged
   D) A trial conducted by professional judges

4. **The Carolingian empire started to break up because**
   A) Charlemagne's son, Louis the Pious, left only daughters, creating a succession problem
   B) The Carolingians divided their realm among their sons, creating small kingdoms in place of a large Empire
   C) The missi dominici staged numerous local revolts when Charlemagne died
   D) Charlemagne's coronation as emperor so upset the Byzantines that they staged a devastating invasion in the reign of Charlemagne's son

5. **The world raided and settled by the Vikings was vast. What is the only area on this list that was not affected by them?**
   A) India and Arabia
   B) Russia and Constantinople
   C) Iceland, Greenland, and North America
   D) England and France

**Chapter 8 Practice Quiz:**

1. **The English Parliament**
   A) Was established by the Magna Carta
   B) Started to take shape with lords, bishops, knights, and townsmen under Edward I
   C) Was quickly dominated by the House of Commons
   D) None of the above
2. Which of the following was not a result of the spread of the three-field system?
A) A major development of industry  
B) A doubling of European population  
C) An expansion of European settlements  
D) A growth of freedom in agricultural areas, with the lessening of serfdom

3. The medieval concept of courtly love
A) Was also applied to the peasants  
B) In literature, if not necessarily in fact, enhanced the position of women  
C) Tended to strengthen the bonds of matrimony  
D) All of the above

4. Pope Innocent III
A) Was able to reprimand kings of England, Aragon, France, Norway, and Poland and insist that they obey him  
B) Preached the First Crusade  
C) Was deposed because he embraced the Albigensian or Cathar heresy  
D) Was murdered during the Investiture struggle by orders of the Emperor

5. The medieval castle
A) Was always built of stone  
B) Was usually erected in harmony with its environment  
C) By the 13th century was designed for comfort as well as for defense  
D) None of the above

Chapter 9 Practice Quiz:

1. The Ottoman Empire ruled over a large area that included all or most of the territory of several previous empires. Choose the incorrect empire on this list
A) The Assyrian Empire  
B) The Byzantine Empire  
C) The Holy Roman Empire  
D) The Egyptian Empire

2. Which of the following was not a policy of Kublai Khan?
A) He proclaimed himself emperor of China, founder of the Yuan Dynasty  
B) He employed non-Chinese officials, including Marco Polo  
C) He established his capital at what is now Beijing, then called Ta-tu or Khanbalik  
D) He promoted the cultural assimilation between his Chinese subjects and their Mongol overlords

3. The victorious Ottoman sultan, Mehemed II, conquered
A) The Mongol Empire  
B) The Byzantine Empire  
C) The Crusader States  
D) The Holy Roman Empire

4. The first great vernacular author of the Middle Ages, Dante, composed the
A) Decameron  
B) Summa Theologica  
C) Canterbury Tales  
D) Divine Comedy

5. A late Medieval English critic of both the doctrines and practices of the Church was
A) Geoffrey Chaucer  
B) Richard the Lion-Hearted  
C) Thomas Aquinas  
D) John Wycliffe
Chapter 10 Practice Quiz:

1. The Renaissance is often considered the beginning of a modern secular spirit because
   A) Renaissance scholars were so impressed by the works of Greece and Rome that they abandoned the Christian religion
   B) Renaissance artists with their emphasis on the nude, began a cult of the body that eventually denied the existence of the soul
   C) Renaissance scholars, though religious, were usually not men of the churches, monasteries, or universities-institutions dominated by religious thought
   D) None of the above

2. The printing press was developed by
   A) Gutenberg   B) Petrarch   C) Salutati   D) Giotto

3. Which of the following architectural features became common during the Renaissance, but was lacking in the great Gothic Cathedrals?
   A) Flying buttresses   B) Pointed arches   C) Domes   D) Stained glass windows.

4. The Renaissance began in
   A) Italy   B) France   C) England   D) Germany

5. In contrast with Florence, Venice
   A) Suffered from constant domestic political violence
   B) Had no naval force to speak of
   C) Was ruled by a merchant oligarchy
   D) Changed from a republic to a monarchy

Chapter 11 Practice Quiz:

1. The Jesuits
   A) Were a vigorous Catholic religious order that acted in the vanguard of the Catholic Reformation
   B) Were a Protestant society that tried to spread Lutheranism in countries where the princes supported Catholicism
   C) Were the last of the Medieval knightly Crusader orders, suppressed during the Reformation
   D) None of the above

2. The Habsburg-Valois wars
   A) Led to a victory for France
   B) Led to victory for Charles V
   C) Led to victory for Henry VIII
   D) Were expensive, exhausting, and indecisive

3. Luther's Protestantism was characterized by all of the following except
   A) The priesthood of all believers
   B) Emphasis on the individual's relationship to God
   C) Emphasis on reading the Bible
   D) The establishment of a new religious hierarchy paralleling that of the Catholic Church

4. Calvin's success as a Reformer is best explained by
   A) His ability to cooperate with Reform-minded princes
   B) The extreme unpopularity of the papacy in Geneva
   C) His ability to establish a church organization that could survive where the civil authorities were hostile
   D) None of the above
5. **The significance of the short reign of Edward VI was that**
   A) It was during this period, rather than during the reign of Henry VIII, that England really became Protestant
   B) Though dying young, Edward left a daughter, Elizabeth I, to maintain the Protestant tradition in England
   C) John Calvin became so impressed by the Reformation in England that he settled there
   D) England was dominated by Edward's mother, Anne Bolyen
History SWoRD Paper Cover Sheet

All Papers:
- Paper has a clear thesis, thesis is underlined.
- First paragraph contains a brief contextual introduction to the problem (goals, sources) as well as the thesis.
- Paper is divided into paragraphs.
- Each paragraph makes a unified statement, main point of each paragraph is summarized in a topic sentence and each topic sentence is underlined.
- I have printed the paper out, and read it aloud to myself or someone else, looking for typos, grammatical and spelling errors, and lack of clarity.
- I corrected my errors, then re-printed the paper.
- Paper is stapled with cover sheet in front and self-feedback sheet (if required) in back.
- Paper uses direct quotations from primary and/or secondary sources.
- Paper discusses patterns in the sources, referring to multiple sources to prove each point or paragraph topic.
- Paper uses concrete factual material from any assigned and/or researched modern and historical sources to provide context for logical hypotheses.
- All of those materials/facts that I used to construct my arguments (quotes and paraphrases) are cited, including textbook, course book, and tutorial material.
- All un-cited work is my own, and my own thoughts compose the bulk of my argument. Paper does not simply restate the beliefs of other authors without my own analysis of them.
- A bibliography of all sources is included.
- An electronic copy of the paper has been submitted in the correct WebCT drop box.

And for Rewrites:
- I have talked to the instructor about what aspects of the paper need to be rewritten.
- I have applied my SWoRD feedback to my paper.
- I have taken the paper to the writing center for assistance if directed to do so.
- Previous draft with instructor’s comments is clipped to the back of the rewrite.

My signature below indicates that I am the author of this paper, I have not plagiarized, and I have followed the list above in order to avoid rewrites and compose the best possible paper.

Signature:__________________________

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<th>Essay rubric categories:</th>
<th>superb</th>
<th>v. good</th>
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<th>fair</th>
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<td>Critical Thinking: Logical Argument and Depth of Analysis</td>
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Overall Score: (content+content+ structure)/3 = _______ = _______ % = _______ points out of _______