

**SUL ROSS STATE UNIVERSITY**  
**Spring 2017**

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HIST 3301 Sec W01  
Web Delivered

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**Ancient Civilisations**

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- Course Description:** *Ancient Civilisations (3-0)*. A survey of the civilizations of the ancient world until the 4<sup>th</sup> century AD. Coverage will have an emphasis on the non-western civilizations of Mesopotamia, India, China, and Iran.
- Required Texts:** *Who were the Babylonians?* Bill T. Arnold. Archaeology and Biblical Studies No. 10. Atlanta: Society of Biblical Literature, 2004. ISBN 978-1589831063  
*1177 B.C. The Year Civilization Collapsed.* Eric H. Cline. Princeton: Princeton University Press, 2014. ISBN 978-0-691-16838-8  
*The Indus Civilization.* Irfan Habib. A People's History of India Vol. 2. 9<sup>th</sup> Edition. New Delhi: Tulika Books, 2015. ISBN: 978-93-82381-53-2  
*The Emergence of China: From Confucius to the Empire.* E. Bruce Brooks and A. Taeko Brooks. Ancient China in Context. Amherst, MA: University of Massachusetts, 2015. ISBN: 978-1-936166-75-6  
*Sasanian Iran (224-651 CE): A Portrait of a Late Antique Empire.* Touraj Daryaee. Sasanika Series No. 1. Costa Mesa, CA: Mazda Publishers Inc., 2008. ISBN: 978-1-56859-169-8
- Recommended Texts:** *The New Penguin Atlas of Ancient History.* Rev. Ed. Colin McEvedy. London: Penguin Books Ltd., 2002. ISBN: 978-0140513486  
*The New Penguin Atlas of Medieval History.* Rev. Ed. Colin McEvedy. London: Penguin Books Ltd., 1992. ISBN: 978-0140512496
- Optional Texts:** *A History of the Ancient World.* Chester G. Starr. 4<sup>th</sup> Edition. Oxford: Oxford University Press, 1991. ISBN: 978-0743261692
- Assignments:** Examinations (2)  
Geography Assignments (10)  
Critical Book Reviews (2)  
Research Report (2)  
Discussion Boards (15)
- Course Format:** With the exception of the first week of school the class will run each week from Sunday to Saturday. On Sunday a power-point with voice lecture will be posted to Blackboard with background information or supplemental material to the readings that week. You will also have an assigned reading from one of the five books we will read during the semester. Each assigned reading will have a discussion board that goes with it. Discussion board posts and Geography assignments are due by 11:59pm each Saturday. Other assignments will have specific due dates noted further in the syllabus, but each will also be on Saturday. Be sure to check Blackboard Announcements and Sul Ross e-mail for any course announcements, changes to the syllabus etc...
- Student Learning Outcomes:** **The graduating student with a B. A. in History will:**  
1. Develop an informed, critical and articulate approach to the study of history.  
2. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.

3. Demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. Write effectively, logically and persuasively about topics in history.

SLO's will be assessed as follows:

- Examinations (2) will assess SLOs 1-4
- Geography Assignments will assess SLOs 1-2
- Discussion Board Postings will assess SLOs 1-4
- Research Report will assess SLOs 2-4.
- Critical Book Reviews will assess SLOs 1-4

**Student Learning Outcomes:**

Students who complete HIST 3300 with a grade of "C" or higher will:

- 1) Be able to trace the historical development of ancient civilizations including, but not limited to, the following: Mesopotamia, Ancient Near East, Persian Empire, Ancient India, Ancient China, Greece & the Hellenistic World, Roman Empire, Sassanian Persia, Byzantine Empire through political, economic, socio-cultural developments.
- 2) Be able to chart long-term historical and political trends in the Ancient World up to the 4<sup>th</sup> century A.D.
- 3) Demonstrate knowledge of key historical events, movements and personalities in the Ancient World through the 4<sup>th</sup> century.
- 4) Understand the role that historical interpretation plays in the assessment of the past and be able to identify and critique various and differing interpretations of the past.
- 5) Demonstrate knowledge of the historical and political geography as related to the topics of the Ancient World.
- 6) The development of critical thinking and writing skills through essay test questions, a research report and critical book reviews.

**TExES Standards:**

Students seeking teacher certification in the History and Social Studies 7-12 areas will cover the following standards, domains and competencies in this course.

- History 7-12: Standards II, IV, V & IX
- Social Studies 7-12: Standards II, IV, V & IX

**Course Requirements:**

**Academic Honesty** - Per the University's policy on academic honesty the in the Student Handbook - University's Policy and Procedures section students are expected to use the highest standards in their academic pursuits and behave in a manner that is beyond reproach. **ACADEMIC DISHONESTY WILL NOT BE TOLERATED IN THIS CLASS.** Any student caught cheating on exam, or who plagiarizes another authors work on a report or book review, will receive an "F", will fail the course, and may face additional disciplinary action by the Dean of Students.

**A. D. A. Statement:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the students responsibility to initiate a request for accessibility services.

Students seeking accessibility services must contact:

- Mary Schwartz**, Counseling and Accessibility Services, Ferguson Hall 112.
- Mailing Address: P. O. Box C-171; Alpine, TX 79832
- Phone: (432) 837-8203.

If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

**Appealing the Final Grade:** Students wishing to appeal a course grade should first start with the instructor and if not satisfied follow the Behavioral & Social Sciences chain of command: Instructor, Chair, Dean of Arts & Sciences, VP Academic Affairs, President.

**Attendance** - Per SRSU requirements attendance will be taken at the beginning of each class. Students with more than six unexplained absences will be dropped from the course

with a grade of “F”. If you come into class late it is **YOUR** responsibility to ensure that the instructor has counted you here.

**Classroom Conduct:** Per the Student Handbook “students are expected to conduct themselves in a manner consistent with the University’s function as an educational institution.” Students should treat their classmates with courtesy and respect. Students using persistent profane or vulgar language or other wise disrupting the class may be dismissed from the class.

**Contacting the Instructor:** As I am not on campus, e-mail is the preferred method of communication. Please use the following format for any e-mail communications: YOUR NAME: HIST 3300-Subject of E-mail.

**Late Assignments:** Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of “F”.

**Make Up Exam Policy:** Make up exams will only be given because of documented emergency situations such as severe/extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam OR bring in a validated excuse upon their first day back in the course.

**On Writing Well:** The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end each examination will contain essay questions, two research reports and critical book reviews will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: **Use Spelling & Grammar Check**).

**Writing Tutoring:** Students needing assistance with writing are **strongly** urged to use the services of the Languages & Literature Writing Lab located in MAB 102. Writing tutors are available for assistance M-F 8:00-12:00 and 1:00-5:00. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors. Further assistance may be found in the Academic Centre for Excellence located in FERG 214.

**Student Responsibilities:** You are responsible for logging into Blackboard downloading and listening to lectures, taking notes and completing the readings.  
You are responsible for turning in assignments on time.  
You are responsible for taking exams.  
You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner gradesheet at the end of the semester you will receive an “F” for the course.

**Instructor Responsibilities:** Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.  
Mr. Marsh will field any question on the course content  
Mr. Marsh will return assignments in a reasonable amount of time.  
Mr. Marsh will answer student e-mails on the course.

**Course Assignments:**

**Exams:** There will be two examinations for this class, a mid-term and a final exam, based on readings, lectures and discussion boards. Exams may consist of multiple choice, true/false, short answer and essay questions at the discretion of the instructor. Examinations are not cumulative. Since this is an online class the exams will be on Blackboard and will be timed. Once you begin an exam you will have a specific period of time to finish it in. When that time has elapsed the exam will closed and you will be graded on what you completed.

**Geography Assignments:** Knowledge of geography is a key part of understanding historical events. Each student will complete 10 assignments on the physical & political geography of the Ancient World to be turned in via Blackboard. (See Appendix IV for Complete Details.)

**Discussion Boards:** We will be reading five books over the course the semester. Each week you will be assigned a portion of one of the books to read. Post your answers to the questions over the reading to the Blackboard Discussion Board and respond to at least two other posts. (See Appendix I for Complete Details.)

**Research Report (2):** Each student will complete two three page reports on a major Greek (1<sup>st</sup>) and Roman (2<sup>nd</sup>) historical figure who lived during the period of the Ancient World covered, up to the end of the 4<sup>th</sup> century. Report will include details on their life, their importance in history and how knowledge of their life has survived. (See Appendix II for Complete Details.)

**Critical Book Reviews (2):** Each student will complete two critical book reviews during the course of the semester. The first review will be over the book *Who Were the Babylonians?* by Bill T. Arnold. For the second review, students may choose from the remaining four required books for the course. (See Appendix III for complete details.)

**Attendance & Participation:** You are expected to login to Blackboard and actively participate in the course. This means completing the assigned readings, assignments, asking questions and participating in discussions.

**Extra Credit:** Students who attend a Lobo Literati League meeting will receive 10 points of extra credit with documented proof from Dr. Stein. Other extra credit opportunities during the semester will be noted by the instructor. Maximum of 30 points extra credit.

**Grading Breakdown:**

Examinations (2) x 100pts	= 200 points
Readings Discussion Board (15) x 15pts	= 225 points
Critical Book Reviews (2) x 100pts	= 200 points
Research Report (2) x 100pts	= 200 points
Geography Assignments (10) x 10pts	= 100 points
Attendance & Participation	= 75 points
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Total Possible Points	= 1000 points

**Grade System:**

- A = 1000 - 900
- B = 899 - 800
- C = 799 - 700
- D = 699 - 600
- F = 599 - 0 points

## **Schedule of Lectures & Readings**

### **Week I (17-21 January)**

Lecture: Syllabus, Introduction to course, Rise of Civilisations.  
Book: Starr. *History of the Ancient World* (excerpts on Blackboard)  
Recommended: McEvedy - *Ancient History*: Maps up to 2700BC

### **Week II (22 January)**

Lecture: Research Refresher, Sumer & Akkad, Rise of Egypt  
Book: Arnold. *Who Were the Babylonians?* Ch. 1-3  
Recommended: McEvedy - *Ancient History*: 2200, 1800, 1550BC  
Assignment Due: 28 January - Bibliography of sources for Ancient Greece report

### **Week III (29 January)**

Lecture: Bronze Age Near East, 3<sup>rd</sup> Intermediate Period, Assyrian Empire  
Book: Arnold. *Who Were the Babylonians?* Ch. 4-6  
Recommended: McEvedy - *Ancient History*: 1300, 1200/1100, 900, 670, 560BC

### **Week IV (5 February)**

Lecture: Bronze Age Powers I - Minoan & Mycenaean, Old Hittite Kingdom, Mitanni  
Book: Cline. *1177BC: The Year Civilization Collapsed*. Prologue & Ch. 1  
Recommended: McEvedy - *Ancient History*: 1550, 1480BC

### **Week V (12 February)**

Lecture: Bronze Age Powers II - Hittite Empire, Fall of the Mitanni, Egyptian Empire  
Book: Cline. *1177BC: The Year Civilization Collapsed*. Ch. 2 & 3  
Recommended: McEvedy - *Ancient History*: BC

### **Week VI (19 February)**

Lecture: End of the Bronze Age, Early Iron Age Near East.  
Book: Cline. *1177BC: The Year Civilization Collapsed*. Ch. 4-5  
Recommended: McEvedy - *Ancient History*: BC  
Assignment Due: 25 February - Ancient Greece Research Report Due

### **Week VII (26 February)**

Lecture: India - Continent and Country, After Harappa - Aryan Conquest & Settlement  
Book: Habib. *The Indus Civilization*. Ch. 1-2  
Recommended: McEvedy - *Ancient History*: BC

### **Week VIII (5 March)**

Lecture: Maurya Empire, Post-Mauryan India, Gupta India - the Classical Age  
Book: Sharma. *India's Ancient Past*. Ch. 16, 18, 20, 24 & 25. (Excerpts on Blackboard)  
Recommended:  
Assignment Due: 11 March - *Who Were the Babylonians?* Book Review Due.  
Mid-Term Exam

### **Week IX (12 March)**

Lecture: China - Early Cultures, Sya (Xia) and Shang Dynasties  
Book: Brooks & Brooks. *The Emergence of China*. Ch. 1 & 2  
Recommended:

### **Week X (19 March)**

Lecture: China - States & Warfare  
Book: Brooks & Brooks. *The Emergence of China*. Ch. 3 & 4  
Recommended:

**Week XI (26 March)**

Lecture: China - Rise of the Chin and the First Empire

Book: Brooks & Brooks. *The Emergence of China*. Ch. 5,6 & 8

Recommended:

Assignment Due: 1 April - Bibliography of sources for Ancient Rome report due

**Week XII (2 April)**

Lecture: Iran - Indo-Iranian Migrations, Medes & Persians, Achaemenid Empire

Book: Farrokh. *Shadows in the Desert*. (Excerpts on Blackboard.)

Recommended: McEvedy - *Ancient History*: 650, 560, 525, 485BC.

**Week XIII (09 April)**

Lecture: Iran - Impact of Alexander, Parthian Empire, Rise of the Sasanians

Book: Daryaee. *Sasanian Iran*. Ch. 1-5

Recommended: McEvedy - *Ancient History*: 301, 131, 76, 27BC, AD 135, AD 226, AD 305.

**Week XIV (16 April)**

Lecture: Iran - Sasanian Empire, Superpowers of the Near East, Byzano-Sasanian War.

Book: Daryaee. *Sasanian Iran*. Ch. 6-8

Recommended: McEvedy - *Medieval History*: AD362, 476, 565, 600, 626, 651

**Week XV (23 April)**

Lecture: Byzantine Empire - Rome of the East, End of the Ancient World

Book: TBA

Recommended: McEvedy - *Medieval History*: AD362, 420, 451, 476, 528, 565, 600, 626, 651.

Assignment Due: 29 April - Ancient Rome Research Report Due

**Week XVI (29 April)**

Lecture:

Book: N/A

Assignment Due: 6 May - 2<sup>nd</sup> Book Review Due

**Week XVII (7 May)**

Final Examination

**Note: Lectures and Readings are tentative and may be changed at the discretion of the Instructor**

## Appendix I: Readings & Discussion Board

### **I: Learning Objective**

The book readings are designed to introduce students to the varied civilisations of the Ancient World, highlight the socio-political differences between the 21<sup>st</sup> centuries B. C. and A. D., and promote critical thinking. The Discussion Boards are designed to build knowledge and skills related to the study of history including but not limited to: historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English.

### **II. Directions**

Each week you will an assigned reading, either from one of the required books or from an excerpt posted by the instructor. First, write a one page summary, a brief report, on what you have read in the chapters for the week. Second, you must also write three questions that you have from the readings. These must be complete sentence questions not one word answer questions.

Once you have completed the reading summary and questions you will post these to the Weekly Discussion Boards in Blackboard. After posting your materials you will also need to read and comment on **at least** two other student postings as well. Comments of one or two word banal responses will earn you an automatic “F” for that week’s discussion board.

### **III. Format**

#### Reading Summary Format

- one page
- 10pt Time New Roman or Cambria Font
- Single Spaced

#### Reading Questions Format

- three questions.
- complete sentences
- must come from readings

Answer: Write your answer using complete sentences and be sure to use spell check and grammar check BEFORE posting. Points will be deducted for spelling and grammar mistakes. Each answer needs to be a least a paragraph long.

### **IV. Discussion Board Grade Sheet**

<b>Name:</b>	<b>Chapter #:</b>
<b>Number of Comments:</b>	<b>Grade:</b>

- 1) Completion (5pts)
  - a) Student has answered all questions for the week (2.5pts)
  - b) Student has commented on two other students posts (2.5pts)
- 2) Content (5pts)
  - a) Student shows evidence of reading the selection for the week (2.5pts)
  - b) Answers to the week’s questions shows critical thinking (2.5pts)
- 3) Technical (2.5pts)
  - a) No spellings errors (1.5pts)
  - b) No grammar errors (1pt)

## Appendix II: Research Report

### **I: Learning Objective**

The research report is designed to build knowledge and skills related to the study of history including but not limited to: knowledge of historical writers, interpretation and synthesis, reading comprehension, critical thinking, research skills, time management and writing in standard English.

### **II. Directions**

During the semester each student will write a two research reports, one on Ancient Greece and the other on Ancient Rome. The topic for each period is listed below.

**Ancient Greece:** Instead of kingdoms or vast empires the city state was the dominant political unit in Ancient Greece. Two of the most famous of these are Athens and Sparta. Using the available print & electronic library resources research what overall history of Athens and Sparta, the type of government each city-state had, the role of the citizens in the government, what were the relations of the city-state with their neighbours.

**Ancient Rome:** During the 3<sup>rd</sup> century of the Roman Empire, between AD 235 and AD285, a series of crises hit the empire. Using the available print & electronic library resources research what the primary events of period were, were there any problems with the emperors, who were the Roman Empire's neighbours and how did they interact with the empire, and what/who happened to end this period.

After researching the above topics you will then write a 3 page report (not counting title page & bibliography) documenting your findings. There must be a minimum of three sources used and only approved online resources may be used.

**~WIKIPEDIA IS NOT A HISTORICAL SOURCE~**

Your Reports will be submitted using the *Safe Assign* submission function. *Safe Assign* will analyze your papers for plagiarism and submit a report to the instructor detailing what percentage of the paper (if any) comes from un-cited sources or other students papers.

### **III. Format**

Turabian format and footnote citation must be used. All pages to be double spaced and 12 pt Time New Roman or Cambria font.

**Title Page:** Must include original title, name and date centered on page

**Main Text:** Must include an introduction and conclusion. All source citations whether direct or paraphrase must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with "In conclusion."

**Bibliography:** Minimum of 3 sources. Hard copy or EBSCO E-Books/Articles only. Only one encyclopedia allowed. **UNAPPROVED ONLINE SOURCES, SUCH AS WIKIPEDIA, ARE PROHIBITED.**

### **IV. Stages of Development**

Saturday 28 January - Bibliography of sources for Ancient Greece report due. (25 points)

Saturday 25 February - Ancient Greece Research Report Due. (75 points)

Saturday 1 April - Bibliography of sources for Ancient Rome report due. (25 points)

Saturday 29 April - Ancient Rome Research Report Due. (75 points)

### **V. Research Report Grade Sheet**

<b>Name:</b>	<b>Ancient Greece   Ancient Rome</b>
<b>Number of Sources:</b>	<b>Grade:</b>

1) Preliminary Matter

A) List of Sources Turned In (25 points - 5 off each day late) \_\_\_\_\_

B) Loss of 10 points for excessive spelling and grammar errors (10+) \_\_\_\_\_

C) Loss of 10 points for:

1) Papers without an original title

2) Papers without typed page numbers in upper right corner.

- 3) Papers in a font other than Times New Roman or Cambria.
- 4) Papers not using footnotes

2) Substance of the Research Paper

A) Introduction (5 points) \_\_\_\_\_

B) Comprehension (Total of 60 Points) \_\_\_\_\_

- 1) Shows knowledge of historical period and required topics (30 points)
- 2) Knows and discusses all major events of the period (10 points)
- 3) Uses sources to support all historical statements (10 points)
- 4) Shows ability to offer synthesis of historical material (10 points)

C) Conclusion (Total of 15 Points) \_\_\_\_\_

- 1) Begins with "In Conclusion" (5 points)
- 2) Effective restatement of report's findings (10 points)

## Appendix III: Critical Book Reviews

### I: Learning Objective

The critical book review is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, historical interpretation and synthesis, factual analysis, critical thinking, time management and writing in standard English.

### II. Directions

A) Each student will write two critical book reviews. The first book review will be on the first book we will read this semester, *Who Were the Babylonians?* For the second book review you will choose one of the remaining four books we read this semester to review. Each book review will be 3-4 pages in length.

B) There is no one correct way to write a book review. However, as you read, it is suggested you look for some or all of the following topics.<sup>1</sup>

- a) What historical subject is the author writing about and what field does the book fit into?
- b) What is the main thesis (central argument) of the book?
- c) How does the author structure the book? Is the presentation of the book clear, orderly and logical?
- d) What primary sources does the author use?
- e) Does the author appear to have done comprehensive research for the book?
- f) What supplemental features such as maps, charts, illustrations and/or bibliography does the book have? How well do they help you understand the book?
- g) How well does the author write and is the writing easily understandable?
- h) Are there any factual errors that jump out? People or events that the author has overlooked?
- i) Why did the author write the book and did it accomplish its purpose?
- j) What is your reaction to the book - was it enjoyable to read, did the author convince you of their thesis, what new information did you learn while reading the book?
- k) Would you recommend this book and to what audience?
- l) Do you have any additional comments?

C) Review must be written in your own words. [**DO NOT PLAGIARIZE**] Be sure to proofread the final copy prior to submitting. Reviews will be turned in through **Safe Assign**.

### III. Format

Book reviews will need to have the following formatting:

- Two columns to a page
- Double-spaced
- 12pt Times New Roman or Cambria font.
- Footnotes are to be used to cite any outside books referenced in the review.

A book review is in its essence a short essay. As such you need to have this essay arranged in a clear and logical order. How you have the review arranged is up to you, however, one option is listed below. The instructor will also post sample reviews on Blackboard for you to look at for ideas.<sup>2</sup>

- 1) Short description of the subject, scope and the purpose of the book
- 2) How does the author have the book structured
- 2) Outline the main thesis (central argument) of the book and any biases of the author
- 3) Evaluation of each chapter's information and arguments
- 4) Important points brought up by the author in each chapter
- 5) Evaluate the strengths and weaknesses of the book
- 6) How well do the supplementary materials support the book
- 7) What is your overall assessment and recommendation for this book

### IV. Stages of Development

11 March - *Who Were the Babylonians?* book review Due. Turn in via Safe Assign.

6 May - Second book review due. Turn in via Safe Assign.

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<sup>1</sup> Adapted from: Emerson 2013. (pg. 11-12)

<sup>2</sup> Based in part on Emerson 2013. (pg. 12)

### V. Critical Book Review Grade Sheet

<b>Name:</b>	<b>Book Title:</b>
<b>Book Review #</b>	<b>Grade:</b>

1) Preliminary Matter

- A) Reviews turned in late will receive 10pts off each day late \_\_\_\_\_
- B) Loss of 10 points for excessive spelling and grammar errors (10+) \_\_\_\_\_
- C) Loss of 10 points for:
  - 1) Papers without an original title
  - 2) Papers without typed page numbers in upper right corner.
  - 3) Papers in a font other than Times New Roman or Cambria.

2) Substance of the Book Review

- A) Introduction (Total of 10 points) \_\_\_\_\_
  - 1) Introduces the topic, coverage and scope of the book (5 points)
  - 2) Shows knowledge of what audience the author wrote for [academia, students, general public etc...] (5 points)
- B) Comprehension (Total of 75 Points) \_\_\_\_\_
  - 1) Shows knowledge of books thesis or theses (25 points)
  - 2) Discusses each chapter of the book and the main points raised by author (35 points)
  - 3) Evaluates the strengths and weaknesses of the book (15 points)
  - 4) Assesses overall success of the book (5 points)
- C) Conclusion (Total of 15 Points) \_\_\_\_\_
  - 1) Begins with "In Conclusion" (5 points)
  - 2) Effective restatement of paper's topic. (5 points)
  - 3) Final overall evaluation of book and recommendation for reading audience (5 points)

## **Appendix IV: Geography Assignments**

### **I: Learning Objective**

The geography assignments are designed to build knowledge and skills related to the study of history including but not limited to: Near Eastern, India or China physical & political geography, research skills, critical thinking, time management and writing in standard English.

### **II. Directions**

Each week you will be assigned a physical or political geography which you will be asked research five basic questions on. The topics and questions for each week will be posted to Blackboard under assignments or to announcements. After completing the assignment you will need to save it as a Microsoft Word document and turn in via Blackboard.

### **III. Format**

Assignments need to be completed in Microsoft Word. Times New Roman or Cambria 12 point font only. Your Name, Date, HIST 3300-W01 and the assignment week need to be in the upper right-hand corner of the page. For full credit on the assignment you will need to complete the following:

- A. Find a picture of the assigned geographic feature (What it looks like on a map).
- B. Answer Question II
- C. Answer Question III
- D. Answer Question IV
- E. Answer Question V

### **IV. Geography Assignments Grade Sheet**

Name:	Date:
Assignment Week:	Grade:

#### 1) Preliminary Matter

A) Loss of 1 points for excessive spelling and grammar errors (10+) \_\_\_\_\_

B) Loss of 1 points for:

- 1) Assignments without a name
- 2) Assignments in a font other than Times New Roman or Cambria.
- 3) Assignments without required title information

#### 2) Substance of the Assignment (Total Possible Points = 10 points) \_\_\_\_\_

A) Picture of Geographic Feature 2 points \_\_\_\_\_

B) Question II 2 Points \_\_\_\_\_

C) Question III 2 Points \_\_\_\_\_

D) Question IV 2 Points \_\_\_\_\_

E) Question V 2 Points \_\_\_\_\_