

**SUL ROSS STATE UNIVERSITY**  
**Fall 2021**

Matthew G. Marsh  
HIST 3300 Sec V01/VMC  
TTH 12:30-1:45pm  
Blackboard Collaborate

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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:** *Ancient Iraq*. Georges Roux. 3<sup>rd</sup> Edition. London: Penguin Books, 1992.  
ISBN: 978-0140125238. (Available as a digital library book on the Internet Archive: <https://archive.org/details/ancientiraq00roux>)

*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 (Available as a digital library book on the Internet Archive: [https://archive.org/details/induscivilizationirfanhabib\\_935\\_M](https://archive.org/details/induscivilizationirfanhabib_935_M))

*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

Any Additional Readings will be posted directly to Blackboard

**Assignments:**

Reading Syntheses & Questions (15)	Examinations (2)	Critical Book Review (2)
Primary Source Essays (3)	Discussions (10)	

**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.  
**Marketable Skills: Critical Thinking:** *Absorption, comprehension, synthesis of Data*  
**Ibid:** *Development of pattern recognition and causal skills.*  
**Global Fluency:** *Ability to place the United States in a global context*
2. The history student will demonstrate knowledge of American History, World History, and Non-American History  
**Marketable Skills:** *Students can meet deadlines in a successful manner.*  
*Students can discharge responsibilities in an adequate manner.*  
*Students can manage the absorption of data.*
3. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.  
**Marketable Skills: Professionalism:** *Knowledge and understanding of the civic roles and responsibilities of a United States citizen.*  
**Critical Thinking/Professionalism:** *Ability to relate the importance of the historical past when considering public policy decisions.*
4. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.  
**Marketable Skills:** *Students can utilize data to persuade various audiences.*  
*Students can utilize data to generate and strengthen ideas.*  
*Students can decipher stances adopted by various individuals.*
5. The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant

documentation of historical content

**Marketable skills:** *Students can identify useful resources from a pool of data.  
Students can select and organize data in a relevant manner.  
Students can make written presentations to various audiences*

SLO's will be assessed as follows:

Examinations (2) = SLOs 1-4	Reading Syntheses = SLOs 1,2 & 4
Primary Source Essays = SLO's 1-5	Critical Book Reviews = SLOs 1-5.
	In-Class Discussions = SLO's 1-3

**Course 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 Social Studies 4-8, History 7-12, and Social Studies 7-12 areas will cover the following standards, domains and competencies in this course.

Social Studies 4-8:

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

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

**Course Requirements:**

**Academic Honesty** - Students in this class are expected to demonstrate scholarly behaviour and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

**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 Schwartze Grisham, LPC**

**Counseling and Accessibility Services,**

Ferguson Hall 112

Mailing Address: P. O. Box C-171; Alpine, TX 79832

Phone: (432) 837-8203

E-mail: mschwartze@sulross.edu

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:** If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

**Attendance** - It is highly recommended you attend class. Per SRSU requirements attendance is taken at the beginning of each class.

**Classroom Climate of Respect:** Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

**Cell Phone Policy:** Turn all electronic devices to silent and put them away. Use of electronic devices during the class is strictly prohibited, and users electronic devices may be asked to leave the class.

**Contacting the Instructor:** My office telephone number and e-mail are included for emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line 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. Please note that make up exam will not be the same as the ones given in class.

**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; while major assignments such as readings summaries, concise historical notebooks, and a critical book review 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 urged to use the services of the Writing Lab, part of the Tutoring and Learning Centre, located in the Bryan Wildenthal Memorial Library first floor. 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.

**University Programs and Services SRSU Library Services:** The Sul Ross Library offers FREE resources and services to the entire SRSU community.

Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu).

Off-campus access requires your Lobo ID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework

and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

**Learning Strategies, Styles, and Centers.**

Academic Success Center. 1st Floor Library: offers tutor or many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.

Academic Centre for Excellence (ACE) FH 214

(<http://www.sulross.edu/academic-center-excellence>) Through the Centre, the University offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.

**Student**

**Responsibilities:**

You are responsible for attending all lectures, taking notes and completing the readings.  
You are responsible for getting notes from a missed class from a classmate.  
You are responsible for turning in assignments on time.  
You are responsible for being in class to take quizzes and 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 grade sheet 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 hold office hours and 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. Exams may consist of multiple choice, true/false, short answer and essay questions at the discretion of the instructor.

**Reading Syntheses & Questions:** History is a discipline based around written documents. Because of this reading the text is a critical part of understanding the material and successfully completing the course. We will be reading three books, plus a series of excerpts and chapters, over the course the semester. Each week you will be assigned a portion of the book, or a specific excerpt to read. With each lesson you will write a one-to-two page synthesis based on the readings for that lesson. Second, you must also write three critical questions that you have from the readings. These must be complete sentence questions, not one-word answer questions. (*See Appendix I for Complete Details*)

**Critical Book Review:** Each student will complete 2 critical book reviews during the course of the semester over the one of the three assigned books for the class. (*See Appendix III for complete details.*)

**Primary Source – Short Essays:**

To introduce to you to working with primary source documents, and basic historical research writing, three 1000 word short essays are required in this class. With each essay assignment you will be given a primary source document and a constructed response question that requires you to analyze and respond to the prompt in your essay. Finished essays will be uploaded to Blackboard and run through SafeAssign. (*See Appendix V for further Details*).

**In-Class Discussions:** We will be reading one book, plus a series of excerpts and

chapters, over the course the semester. For ten of the assigned readings we will have an in-class discussion over the readings and the reading questions you developed while writing your syntheses.

**Attendance & Participation:** You are expected to 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:**

Assignment	Numbe	Points Ea.	Assignment Total Points
Reading Syntheses & Questions	15	20 pts	300 pts
Examinations	2	100 pts	200 pts
Critical Book Review	2	100 pts	200 pts
Primary Source - Short Essays	3	50 pts	150 pts
In-Class Discussion	10	10 pts	100 pts
Attendance & Participation			50 pts
			1000 Total Points Possible

**Grade System:**

Grade of "A"	=	900+ points
Grade of "B"	=	800-899 points
Grade of "C"	=	700-799 points
Grade of "D"	=	600-699 points
Failing Grade "F"	=	000-599 points

## **Schedule of Lectures & Readings**

### **Week I (24 January)**

Lecture: Syllabus, Introduction to course, Rise of Civilisations.

Reading: Roux. *Ancient Iraq* (excerpts on Blackboard) Ch. 1, 3-5

### **Week II (31 January)**

Lecture: Beginnings of Sumer & Akkad, Rise of Egypt

Reading: Roux. *Ancient Iraq* Ch. 6-10

### **Week III (7 February)**

Lecture: Amorites, Hammurapi, and the Bronze Age Near East.

Reading: Roux. *Ancient Iraq* Ch. 11-14

### **Week IV (14 February)**

Lecture: Kassites, the 3<sup>rd</sup> Intermediate Period and the Rise of Assyrian Empire

Reading: Roux. *Ancient Iraq* Ch. 15-19

### **Week V (21 February)**

Lecture: Assyrian & Neo-Babylonian Empires, Twilight of a Civilisation

Reading: Roux. *Ancient Iraq* Ch. 20-25

### **Week VI (28 February)**

Lecture: India - Continent and Country, After Harappa - Aryan Conquest & Settlement

Reading: Habib. *The Indus Civilization*.

### **Week VII (7 March)**

Lecture: Maurya Empire; Indo-Greeks, the Kushana, & Post-Mauryan India

Reading: Sharma. *India's Ancient Past*. Ch. 16, 18, 20. (Excerpts on Blackboard)

### **Week VIII (21 March)**

Lecture: Gupta India - the Classical Age? India in Transition 5<sup>th</sup> – 7<sup>th</sup> Centuries.

Reading: Sharma. *Ancient India*. Ch.

Mid-Term Exam

### **Week IX (28 March)**

Lecture: China - Early Cultures, Sya (Xia) and Shang Dynasties

Reading: Brooks and Brooks Ch. 1, Rodzinski *History of China*

### **Week X (4 April)**

Lecture: China – Western Chou to Eastern Chou Dynasties, States & Warfare, the First Empire

Reading: Brooks & Brooks. *The Emergence of China*. Ch. 2-4

### **Week XI (11 April)**

Lecture: Warring States Period, Rise of Ch'in and the

First Empire

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

### **Week XII (18 April)**

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

Reading: Daryaee Ed. *The King of the Seven Climes* Ch.

### **Week XIII (25 April)**

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

Reading: Daryaee Ed. *The King of the Seven Climes* Ch

### **Week XIV (2 May)**

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

Reading: Daryaee Ed. *The King of the Seven Climes* Ch

### **Week XV (9 May)**

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

Reading: Whitting. *Byzantium: An Introduction*. Ch. 1 & 2.

### **Week XVI (12, 15-17 May)**

Final Examination. Date TBA

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

## Appendix I: Reading Syntheses & Discussion Questions

### **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 reading synthesis is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, interpretation and synthesis, 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. After reading the assigned pages, first, write a one page synthesis of the topics and information found in the textbook readings. A synthesis is not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

Second, you must also write three questions that you have from the readings. These must be complete sentence questions not one word answer questions. Questions will be discussed as part of the in-class discussions.

### **III. Format**

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- Your Name, Date, HIST 3300 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the summary on next line, centred
- Body of the synthesis
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

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

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

#### 1) Preliminary Matter

A) Loss of 2 points for excessive spelling and grammar errors (10+) \_\_\_\_\_

B) Loss of 1 point 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 = 20 points) \_\_\_\_\_

A) Shows evidence of reading the chapter \_\_\_\_\_ (5 pts)

B) Recognises and discusses primary themes of the reading. \_\_\_\_\_ (5 pts)

C) Recognises & discusses impact of major historical figures covered in the reading. \_\_\_\_\_ (5pts)

C) Evidence of synthesis and interpretation \_\_\_\_\_ (5pts)

#### 3) Formatting Deductions

D) Uses quotes from textbook or reading -2 points. \_\_\_\_\_

## Appendix II: 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 one of the Ancient Greece book choices. For the second book review you will choose one of the provided Ancient Rome book choices. 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 chapters 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

14 February – *Ancient Greece* book review choice due.

7 March – *Ancient Rome* book review choice due

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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 III: Books for Critical Reviews**

#### **Ancient Greece Book Choices**

- The Mycenaeans* 2<sup>nd</sup>Ed. Lord William Taylour. London: Thames & Hudson, 1983 & 1990.
- The Extraordinary Voyage of Pytheas the Greek*. Barry Cunliffe. New York: Walker & Co, 2001 & 2002.
- The Ancient Greeks*. Chester G. Starr. Oxford, UK: Oxford University Press, 1972.
- These Were the Greeks*. H.D. Amos & A.G.P. Lang. London: Bristol Classical Press, 1996.
- The Greeks*. Lost Civilizations. Philip Matyszak. London: Reaktion Books, 2018.
- Individual and Community: The Rise of the Polis 800-500 B.C.* Chester G. Starr. Oxford: Oxford University Press, 1986.
- Daily Life of the Ancient Greeks*. Robert Garland. Indianapolis, IN: Hackett Publishing Company, Inc., 2008 & 2014.
- The Birth of Athenian Democracy: The Assembly in the Fifth Century B.C.* Chester G. Starr. Oxford: Oxford University Press., 1990.
- The Peloponnesian War*. Lawrence Tritle. Westport, CT: Greenwood Press, 2004.
- From Alexander to Cleopatra: The Hellenistic World*. Michael Grant. New York: Charles Scribner's Sons, 1982.
- Alexander the Great and his Empire*. Pierre Briant & Amélie Kuhrt. Princeton: Princeton University Press, 2010.
- Alexander the Great Failure: The Collapse of the Macedonian Empire*. John D. Grainger. London: Hambledon Continuum, 2007.
- The Rise of the Hellenistic Kingdoms 336-250BC*. Philip Matyszak. Barnsley, UK: Pen & Sword Military, 2019.
- Daily Life in the Hellenistic Age*. James Allen Evans. Norman, OK: University of Oklahoma Press, 2012.
- The Greeks: Their Heritage and Its Value Today*. 2<sup>nd</sup> Ed. Demetrios J. Constantelos. Brookline, MA: Holy Cross Orthodox Press, 2006.

#### **Ancient Roman Book Choices**

- The Ancient Romans*. Chester G. Starr. Oxford, UK: Oxford University Press, 1972.
- The Roman Republic*. 2<sup>nd</sup> Ed. Michael Crawford.
- Ancient Rome: The Republic 753BC – 30BC*. Patricia Southern. Stroud: Amberley Publishing, 2012.
- Julius Caesar: A Life*. Stroud, UK: Amberley Publishing, 2018.
- The Roman Empire*. 2<sup>nd</sup> Ed. Colin Wells. Boston: Harvard University Press, 1992.
- Augustus Caesar* 2<sup>nd</sup>Ed. David Shotter. London: Routledge, 2005.
- Ancient Rome: The Empire 30BC – AD 476*. Stroud, UK: Amberley Publishing, 2012.
- Diocletian & the Roman Recovery*. Stephen Williams. New York: Methuen Inc, 1985.
- The Emperor Constantine*. Lancaster Pamphlets. Hans Pohlsander. London: Routledge, 1996.
- The Age of Constantine and Julian*. Diana Bowder. New York: Barnes & Noble, Inc. 1978.
- The Saint that would be Santa Claus*. A. C. English. Waco: Baylor University Press, 2012.
- The Emperor Julian*. Constance Head. Boston, MA: Twayne Publishers, 1976.
- The Late Roman Empire*. Glanville Downey. New York: Holt, Reinhart & Winston, 1969,1979.
- Justinian*. John Moorhead. London: Longman, 1994.
- The Empress Theodora: Partner of Justinian*. James Allan Evans. Austin: University of Texas Press, 2002.
- Belisarius: The Last Roman General*. Ian Hughes. Yardley, PE: Westholme Publishing, 2009.
- The War of the Three Gods: Romans, Persians and the Rise of Islam*. Peter Crawford. New York: Skyhorse Publishing, 2014.

## **Appendix IV: Primary Source Essays**

### **I: Learning Objective**

Primary source papers are 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**

For each of the three primary source papers a short excerpt from a written source from the time-period we are studying in that lesson will be provided. Using the provided primary source excerpt, answer the provided constructed response question in a 1000 word essay. Because you are constructing an argued question, you may quote from the primary source in your essay to support a statement.

### **III. Format**

Assignments need to be completed in Microsoft Word. Times New Roman or Cambria 12 point font only.

1. Your Name, Date, HIST 3300-W01 and the assignment week need to be in the upper right-hand corner of the page.
2. Original Title for the Primary Source Essay
3. Body of the Essay
- 4.

### **IV. Primary Source Essay 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 = 20 points) \_\_\_\_\_

- A) Shows evidence of reading the primary source \_\_\_\_ (5 pts)
- B) Recognises and discusses primary themes of the question. \_\_\_\_\_ (5 pts)
- C) Shows evidence of analyzing the primary source. \_\_\_\_\_ (5pts)
- C) Evidence of synthesis and interpretation \_\_\_\_\_ (5pts)