

Historical Scope of West and the World

What follows is essentially a timeline, offered to you here at the beginning of the term in order to get you thinking about the scope of history we cover in this class, with an aim to helping you narrow down a topic that you will explore for your term paper.

Prior to 8th c BC

- Beginning of civilization: 3000 BC
- Bronze age
- Very difficult eras to write about -- must consult with me

8th c - 6th c BC

- Epics: Homer and Hesiod
- Lyric poetry
- Archaic history of Greece
- Presocratic philosophy (like Xenophanes)
- Late and exilic Judaism

5th c - 4th c BC

- Classical history of Greece; Sparta, Athens, etc.
- A ton of literature and artwork and architecture
- Lots of military history: Persian wars, Peloponnesian war, etc.
- Roman republican history
- Classical China: Confucius, Laozi.
- Historiography: Herodotus & Thucydides
- Philosophy: Plato & Aristotle
- Drama: Aeschylus, Sophocles, Euripides, etc.

3rd c - 2nd c BC

- The wake of Macedonian conquest: Hellenistic Greece, Egypt, etc.
- Alexandrian art and literature
- Late republican Rome: Punic wars, expansion, imperialism, etc.
- Polybius

1st c BC

- Roman civil wars
- Cicero, Caesar, etc.
- Beginning of empire
- Augustus, imperial propaganda
- Virgil, the *Aeneid*
- A ton of other literature

1st c AD

- Early Roman empire; Julio-Claudian emperors
- Tacitus and other historiography and portraiture
- A ton of other literature

2nd c - 3rd c AD

- Height of empire
- Beginning of the end: crisis of 3rd c, Diocletian, etc.
- Persecution of Christianity

4th c - 6th c AD

- Constantine
- Eusebius
- Christianity and early ecumenical councils
- Monasticism: Basil and Benedict
- Fall of Rome
- Ruralization and beginning of Middle Ages
- Byzantine empire, Justinian, etc.

7th c - 8th c AD

- Mohammad and beginning of Islam
- *Qur'an* and witnesses to Arab conquest
- Frankish ascendancy in the west
- Church and state in the early Middle Ages

9th c AD

- Charlemagne; Einhard
- The Carolingian renaissance
- Nascent feudalism
- Golden age of Chinese literature; Buddhism, etc.

10th c - 11th c AD

- Breakup of empire
- Northern and eastern invaders: Vikings etc.
- East / West schism of Christianity
- Monastic reform
- Church / state issues; rise of papal power
- Norman conquest of England
- Anselm

12th c - 13th c AD

- Papal supremacy
- Crusades
- Those who fight, work, and pray
- Peasant life in the high middle ages
- Scholastic theology: Aquinas (and the reception of Aristotle)
- High middle ages: university, etc.
- Major technological advances
- Much literature beginning to be translated from ancient Greece

(continued ...)

14th c AD

- Avignon captivity of the papacy
- Reaction to corruption in the church
- Nation states growing into monarchies: England and France
- Much warfare
- Famine and plague; the Black Death
- Boccaccio; Petrarch
- Rise of towns

15th c AD

- Italian Renaissance
- Conciliarism & nominalism
- Continued warfare
- York Mystery plays
- A ton of art
- Vergerius
- Machiavelli
- Ottoman empire and fall of Byzantium

16th c AD

- Protestant reformation
- Renaissance humanism
- Luther & Erasmus
- A ton of other literature

Paper assignments: some extra help

Your paper assignments are graded according to rubrics that are explained in the course syllabus.

If you are unsure about what constitutes passing work for this sophomore level college class, we encourage you to avail yourself of every resource you can to learn what is expected at this level. Such resources include internet research on terms like “thesis,” “annotated bibliography,” etc. Above all, you are highly encouraged to discuss questions you may have about the assignments with the Core Peer Tutors. They really will only be able to address questions that you have about details pertaining to work you’ve already done or are working on, so be sure to bring an actual question to them and be able to demonstrate *written work* – this will save everybody time and give you the experience that is necessary for writing at all stages of paper production.

The following document attempts to preempt any confusion you may have regarding the production of your working drafts and the final paper; we include it here as a supplement to the rubrics in the syllabus, as experience has shown that the included issues tend to be marked over and over again in student papers at this level.

Dear student,

You are receiving your rough draft back with comments. Pay attention to these: addressing the issues raised in comments and in tutorial will help you succeed in earning a higher grade on the final assignment (and help you write a better paper now and in the future).

Many of the things I write on your paper I end up writing a lot to other people too. Sometimes I shorthand things like “awk” (awkward), ^ (insert), scribble (there’s something wrong), etc.; sometimes I use curly-cues in places to show you that you need to transpose letters (in misspelled words), words (in awkward phrases or split infinitives or dangling participles, etc.), or delete letters or words (I will use the dele). Sometimes I’ll say things like “observe style guide,” at which point you’ll want to go down to the last rubric below and see what I have to say about the category “Professor’s instructions are followed.” The notes there at the bottom of this document should suffice to assist you.

Be aware: the final paper is graded according to the rubric that follows near the end of the goldenrod sheets in your syllabus packet. It is titled “Paper Grade Breakdown” and lists 5 categories weighted equally. The things I tend to mark over and over again as I grade student papers are the following: pay attention to these things, execute them correctly in your paper, and you have a better chance of getting a higher grade.

- Thesis: Is this a report, or just a topic, or is there a clear argument and counter-argument that guides the paper, developed in a linear fashion throughout?
- Content: Is there responsible and thorough bibliographical citation? Does it appear to be researched and appropriately referenced? AND is there *analysis* of evidence, or is it just a report of encyclopedic information?
- Organization: Do transitions between paragraphs signal development of the argument? Does the argument follow *logically* paragraph by paragraph?
- Usage / Documentation:
 1. Does the paper have problems with subject / verb agreement at the sentence level?
 2. Are the sentences padded?
 - a. Avoid phrases like “the fact that ...” and other padding
 - b. Avoid starting sentences with stative verbs, like “There is ...” or “There are ...”
 - c. Avoid awkward phraseology that can be stated more simply. Ask the question, sentence by sentence: Is there an easier way to say this? Does what I say make sense?
 3. Punctuation: Observe rules for commas, etc. Don’t use semicolons. Footnotes are placed outside of punctuation. Quotation marks come after full stops. Etc.
 4. Colloquialisms: Avoid idioms, slang, cuteness, jargon, etc. Employ a tone of academic scrutiny, objectivity, and disinterested scholarship: you are tracing an argument to a conclusion; you are not refuting supreme court decisions or persuading someone to your political, religious, or ideological agenda.
- Professor’s instructions are followed:
 1. Is the length 5 pages (rough) / 9-11 pages (final)? We reserve the right to fail papers that do not meet requirements, have done so often, and will do so again if need be.

2. Spacing / margins / fonts: this should be an easy fix – Times New Roman 12 pt, 1-inch margins on all sides of the paper, get your word processing software’s “normal” template assigned not to add extra spaces between paragraphs, and don’t try to snow the prof with a 12.5 or 14 point font. Do you know how many papers we read? We can tell. Also, at the sophomore level, there is **NO** excuse for not knowing how to adjust such things on your computer. Get help if you need it. Do NOT claim ignorance. These are basic REQUIREMENTS for doing college work.

3. Bibliography and Footnotes: Proper usage and formatting is required. The History Dept. Style-Guide “Cheat-Sheet” at the end of the goldenrod sheets in your packet gives you everything you’d need to know. Hacker and Sommers pp. 498-537 also gives you everything (and more) you’d need to know. Again, this is a basic REQUIREMENT for academic papers in this discipline.

a. Your bibliography must be formatted to look exactly as explained on the “Cheat-Sheet,” (which is like the one on Hacker and Sommers p. 537). It should be the last page of your paper (and it does not count as one of the 9-11 pages of the final paper).

b. Do NOT use online sources. I will fail your paper. We’ve been over this in class, in the syllabus, and you’ve been present to hear me repeat it ad nauseam. Such references in an academic paper for this class are simply unacceptable.

c. We use footnotes in this paper, not endnotes. These are to be inserted in your paper in order to the end of the paper. Your word processing software allows you to do this at the click of a button. If you don’t know how to do this by now, you had better learn – this again, is a basic requirement of doing college work at the sophomore level. Moreover, the formatting for the items cited in footnotes MUST follow exact specifications of CMS, which have been made clear to you in the syllabus’ “Cheat-Sheet” as well as in Hacker and Sommers: take a look at pp. 510-511 (§§ CMS-4 and CMS-4a) for more information.

4. Title page, page numbers, etc.: This is just another of those required formatting things. Make sure you begin with a title page, formatted to look exactly as required in the “Cheat-Sheet,” which is like the one on Hacker and Sommers p. 532. It is the first page of your paper (and it does not count as one of the 9-11 pages of the final paper). And your page numbers should proceed starting on the first full page of text, upper right corner, your last name followed by the page number (exactly like Hacker and Sommers p. 533 ff.). Like footnotes, proper page number format is a matter of a couple of clicks in your word processing program. It is a basic requirement for doing college work.