

# APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

|   |  |                                    |   |   |  |
|---|--|------------------------------------|---|---|--|
| <b>1. General Information.</b>                            |  |                                    |   |   |  |
| a.  | Submitted by the College of: <u>A&amp;S</u>  | Today's Date: <u>April 7, 2011</u> |   |   |  |
| b.  | Department/Division: <u>History</u>  |                                    |   |   |  |
| c.  | Is there a change in "ownership" of the course?  |                                    |   | YES <input type="checkbox"/>                                | NO <input checked="" type="checkbox"/> |
|   | If YES, what college/department will offer the course instead? _____   |                                    |   |   |  |
| d.  | What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup> (place cursor here for minor change[OSC1] definition) |                                    |   |   |  |
| e.  | Contact Person Name: <u>David Olster</u>   | Email: <u>dmolst01@uky.edu</u>     | Phone: <u>257-4348</u>  |   |  |
| f.  | Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval  |                                    | OR  | <input type="checkbox"/> Specific Term <sup>2</sup> : _____ |  |
| <b>2. Designation and Description of Proposed Course.</b> |  |                                    |   |   |  |
| a.  | Current Prefix and Number: <u>His 104</u>  | Proposed Prefix & Number: _____    |   |   |  |
| b.  | Full Title: <u>History of Western Civilization</u>   | Proposed Title: _____              |   |   |  |
| c.  | Current Transcript Title (if full title is more than 40 characters): _____   |                                    |   |   |  |
| c.  | Proposed Transcript Title (if full title is more than 40 characters): _____  |                                    |   |   |  |
| d.  | Current Cross-listing: <input type="checkbox"/> N/A  | OR                                 | Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____ |   |  |
|   | Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____  |                                    |   |   |  |
|   | Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____   |                                    |   |   |  |
| e.  | <b>Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.</b>                  |                                    |   |   |  |
| Current:  | _____ Lecture  | _____ Laboratory <sup>5</sup>      | _____ Recitation  | _____ Discussion  | _____ Indep. Study                     |
|   | _____ Clinical   | _____ Colloquium                   | _____ Practicum   | _____ Research  | _____ Residency                        |
|   | _____ Seminar  | _____ Studio                       | _____ Other – Please explain: _____                               |   |  |
| Proposed:   | _____ Lecture  | _____ Laboratory                   | _____ Recitation  | _____ Discussion  | _____ Indep. Study                     |
|   | _____ Clinical   | _____ Colloquium                   | _____ Practicum   | _____ Research  | _____ Residency                        |
|   | _____ Seminar  | _____ Studio                       | _____ Other – Please explain: _____                               |   |  |
| f.  | Current Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)  |                                    | <input type="checkbox"/> Pass/Fail                                |   |  |
|   | Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)   |                                    | <input type="checkbox"/> Pass/Fail                                |   |  |
| g.  | Current number of credit hours: _____  |                                    | Proposed number of credit hours: _____                            |   |  |
| h.  | Currently, is this course repeatable for additional credit?  |                                    |   | YES <input type="checkbox"/>                                | NO <input type="checkbox"/>            |

<sup>1</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

|   |  |  |
|---|--|--|
| <i>Proposed to be repeatable for additional credit?</i>   | YES <input type="checkbox"/>   | NO <input type="checkbox"/>  |
| <i>If YES: Maximum number of credit hours:</i> _____  |  |  |
| <i>If YES: Will this course allow multiple registrations during the same semester?</i>  | YES <input type="checkbox"/>   | NO <input type="checkbox"/>  |
| <b>i. Current Course Description for Bulletin:</b> _____  |  |  |
| <i>Proposed Course Description for Bulletin:</i> _____  |  |  |
| <b>j. Current Prerequisites, if any:</b> _____  |  |  |
| <i>Proposed Prerequisites, if any:</i> _____  |  |  |
| <b>k. Current Distance Learning (DL) Status:</b>  | <input type="checkbox"/> N/A   | <input type="checkbox"/> Already approved for DL*  |
|   | <input type="checkbox"/> Please Add <sup>6</sup>                     | <input type="checkbox"/> Please Drop   |
| *If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery. |  |  |
| <b>l. Current Supplementary Teaching Component, if any:</b>   | <input type="checkbox"/> Community-Based Experience                  | <input type="checkbox"/> Service Learning  |
|   | <input type="checkbox"/> Both  |  |
| <i>Proposed Supplementary Teaching Component:</i> _____   |  |  |
| <b>3. Currently, is this course taught off campus?</b>  | YES <input type="checkbox"/>   | NO <input type="checkbox"/>  |
| <i>Proposed to be taught off campus?</i>  | YES <input type="checkbox"/>   | NO <input type="checkbox"/>  |
| <b>4. Are significant changes in content/teaching objectives of the course being proposed?</b>  | YES <input type="checkbox"/>   | NO <input checked="" type="checkbox"/>   |
| If YES, explain and offer brief rationale:  |  |  |
| <u>Course is being proposed for General Education, Intellectual Inquiry - Humanities.</u>   |  |  |
| <b>5. Course Relationship to Program(s).</b>  |  |  |
| <b>a. Are there other depts and/or pgms that could be affected by the proposed change?</b>  | YES <input type="checkbox"/>   | NO <input type="checkbox"/>  |
| If YES, identify the depts. and/or pgms: _____  |  |  |
| <b>b. Will modifying this course result in a new requirement<sup>7</sup> for ANY program?</b>   | YES <input type="checkbox"/>   | NO <input type="checkbox"/>  |
| If YES <sup>7</sup> , list the program(s) here: _____   |  |  |
| <b>6. Information to be Placed on Syllabus.</b>   |  |  |
| <b>a.</b>   | <input type="checkbox"/> Check box if <u>changed to 400G or 500.</u> | If <u>changed to 400G-</u> or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.) |

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## SIGNATURE ROUTING LOG



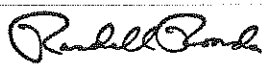

**General Information:**

Proposal Type: Course  Program  Other   
 Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): HIS 104 (gen-ed)  
 Proposal Contact Person Name: David Olster Phone: 7-4348 Email: dmolst01@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

| Reviewing Group       | Date Approved  | Contact Person (name/phone/email)                       | Signature   |
|-----------------------|----------------|---|---|
| Curriculum Committee  | 1/11/10        | Tracy Campbell / 7-7811 /<br>tracampbell@uky.edu        |    |
| Francie Chassen-Lopez | 1/27/10        | Francie Chassen-Lopez / 7-4344 /<br>frclopz@uky.edu     |    |
|                       |                | / /   |   |
|                       |                | / /   |   |
| A&S Ed. Policy Cmte.  | <i>4/11/11</i> | Randall Roorda, Humanities / 7-1033 /<br>roorda@uky.edu |  |
| A&S Dean              | <i>4/11/11</i> | Anna Bosch, Associate Dean / 7-6689 /<br>bosch@uky.edu  |  |

*rev'd 4/2/11*

**External-to-College Approvals:**

| Council                      | Date Approved | Signature                  | Approval of Revision <sup>2</sup> |
|------------------------------|---------------|----------------------------|-----------------------------------|
| Undergraduate Council        | 1/24/2012     | Sharon Gill                |                                   |
| Graduate Council             |               |                            |                                   |
| Health Care Colleges Council |               |                            |                                   |
| Senate Council Approval      |               | University Senate Approval |                                   |

*4/11/11 Gill  
GEOC parties  
as the Senate  
UKC*

Comments:

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# General Education Course Approval Cover Sheet

Date of Submission 4/8/11

## 1. Check which area(s) this course applies to

- |                                  |                                     |  |                          |
|----------------------------------|-------------------------------------|--|--------------------------|
| Inquiry – Arts & Creativity      | <input type="checkbox"/>            | Composition & Communications - II      | <input type="checkbox"/> |
| Inquiry – Humanities             | <input checked="" type="checkbox"/> | Quantitative Foundations               | <input type="checkbox"/> |
| Inquiry – Nat/Math/Phys Sci      | <input type="checkbox"/>            | Statistical Inferential Reasoning      | <input type="checkbox"/> |
| Inquiry – Social Sciences        | <input type="checkbox"/>            | U.S. Citizenship, Community, Diversity | <input type="checkbox"/> |
| Composition & Communications - I | <input type="checkbox"/>            | Global Dynamics                        | <input type="checkbox"/> |

## 2. Provide Course and Department Information.

Department: His

Course Prefix and Number: 104 Credit hours: 3

Course Title: History of Western Civilisation

Expected # of Students per Calendar Yr: 300 Course Required for Majors in your Program (check one)? Yes  No

Prerequisite(s) for Course? None

This request is for (check one) A New Course  An Existing Course

Departmental Contact Information

Name: David Olster Email: dmolst01@uky.edu

Office Address: 1775 POT Phone: 859-257-4348

## 3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15<sup>th</sup>, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

## 4. Signatures

Department Chair: Francie Chasen Lopez Date: 4/7/11

Dean: APB Date: 4/11/11

All proposals are to be submitted from the College Dean's Office  
Submission is by way of the General Education website <http://www.uky.edu/gened>

**Course Review Form  
Intellectual Inquiry in the Humanities**

**Reviewer Recommendation**

Accept  Revisions Needed

**Course:** His 104

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:  
Writing Assignments/Essays

Brief Description:

History 104 emphasizes critical writing and reading skills by employing essay examinations and short (5-8 pg.) papers. In these, students must employ analytical and critical apparatus that allows them to interpret material and recognize the importance of interpretation to the critical project.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:  
Contemporary Readings and Monuments

Brief Description:

Students are presented with contemporary written and artistic materials from different historical periods and cultures and are required to consider and analyze these in the discussion sections. In both the lectures and the discussion sections, comparative methods of approaching the cultures, literature and social organization is emphasized.

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:  
Paper Topics

Brief Description:

Both paper topics (Sophocles and Machiavelli) require students to consider carefully the historical context and world view of the sources they are examining. These assignments clarify and distinguish the differences between how we today see things and how those in the past (in different ways at different times) saw things. This instruction is critical to giving students a sense of the relativity of contemporary world-views and a sense of evolution and change leading to our times and cultures.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

## Lectures/Papers/Discussion/Essay Examinations

### Brief Description:

Throughout each phase of the class --lectures, discussions, examinations and take-home assignments -- History 104 develops methods of historical analysis and thinking. In lecture, each faculty member not only narrates the developments of the past, but highlights how historians judge how to choose events that illustrate causation. In discussion, students are introduced to ways of reading and interpreting scholars and sources that exemplify the kinds of investigations that historians do. In papers and essays, students are required to demonstrate their appropriate of these skills.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

### Example(s) from syllabus:

Sophocles Paper

### Brief Description:

As the assignment sheet for the Sophocles paper illustrates, students are given detailed directions about how to go about analyzing primary source materials, how to proceed with the analysis of the materials, and certain types of pitfalls to avoid. In this way, students are able to develop reading, writing and critical thinking skills that prepare them not only for future historical work (if they are so minded) but for any disciplinary task that requires these basic skills.

### Information literacy component:

Students are strongly encouraged to use resources that enhance their knowledge of the topic. They are directed to "Perseus," the leading educational website for the ancient world, and given further readings for investigation at the library. In this way, they become aware of the variety of ancient sources that relate to this topic and the broad spectrum of modern instruments that can enable any investigation.

### Reviewer's Comments:

HISTORY 104, 001-006  
SPRING 2011

**A History of Europe Through the Mid-seventeenth Century**  
**EUROPEAN HISTORY TO 1713**

PROFESSOR HOLLE

1707 Patterson Office Tower

Office Hours: MWF 1:30-3, TTH 9:30-11 & by appointment.

If my door is open, feel free to come in. I am here every day.

257-5753 Office

327-3068 Home (not after 10 PM)

[bholl2@uky.edu](mailto:bholl2@uky.edu)

Teaching Assistants

Jordan Dongell \*contact info: email – TBA, phone – TBA, office/hrs: TBA

Joshua Powell \*contact info: email – TBA, phone – TBA, office/hrs: TBA

\*The TAs will provide a syllabus which describes the policies by which their sections will operate. Be sure to obtain one.

Required Books:

Chambers, et.al. *The Western Experience*, Vol. I, 10th ed., McGraw-Hill 0077291174

Dept. of History, OSU, *Exploring the European Past: Text & Images* 2<sup>nd</sup> ed. Cengage Learning 1426642636

Sophocles, *The Theban Plays* tr. E.F. Watling, Penguin 1974 0140440038

Machiavelli, *The Prince* tr. G. Bull Penguin 2003 0140449159

All of these books are in paperback editions; make sure you obtain the correct edition of Chambers.

Course Description

History 104 is a survey of the political, social, economic and cultural developments of civilization in Europe and in those regions of the Mediterranean world that strongly influenced its direction.

Student Learning Outcomes

Although focusing primarily on the history of western Europe from its foundation in ancient Greece to the life of the Sun King, Louis XIV of France, this course will explore questions which underlie one's understanding of cultural heritage, both conscious and sub-conscious. Over the semester students will come to realize the diversity of components of any culture, the chronological realities of the dominance of any single culture or state over others, and how our perspective today have been influenced by the thoughts and actions of individuals who have long departed the world stage. During this course students will learn to:

1. demonstrate an understanding of the diverse origins and the evolution of western culture
2. demonstrate an awareness of the roles of individuals and institutions in the creation of a culture and their importance in its stability
3. **explain** ~~realize~~ that the death of any civilization is not the end of civilization itself
4. demonstrate the ability to analyze primary sources in their contextuality
5. demonstrate an understanding of the differences of western culture over time and space
6. formulate creative and imaginative approaches to historical questions
7. **show** ~~realize~~ that an analytical approach to the understanding of western civilization will translate to an understanding of other cultures

Course Goals/Objectives

Through lectures, readings, discussions, papers, and quizzes, the class will:

- begin to understand the basic outlines of the cultures that underlie European civilization,

- how they developed over the centuries, and
- how they influence our present way of understanding the world.

### Grade Determination

|                     |  |     |
|---------------------|--|-----|
| Mid-term exam       | February 28, 2011 9-9:50 AM  | 20% |
| Final Exam          | May 4, 2011 8-10 AM  | 30% |
| Two papers          | (See Lectures and Assignments page<br>or your TA for the due dates<br>1 <sup>st</sup> paper = 10%; 2 <sup>nd</sup> paper = 20%)                              | 30% |
| Class Participation | Discussions and quizzes given by the TAs in section<br>on the weekly readings from the required readings<br>list. See your TA for his/her attendance policy. | 20% |

### Numerical grading scale and relationship to letter grades for Undergraduate

(ex. A 90-100 B 80-89 C 70-79 D 60-69 E below 60;)

### Quizzes

After many lectures I will give the class a 2-3 multiple-choice questions which can be answered in 3-5 minutes. The TAs will grade the quizzes which will provide an indication of student attendance and receptivity to the material. There could be eight to ten (8-10) lecture quizzes between the start of class today and the mid-term exam on February 28<sup>th</sup>. These quizzes will be graded and totaled by your TA. Those students who regularly attend lecture and do well on the quizzes will have their grades on the mid-term enhanced because of this good performance. Another set of quizzes will occur between the mid-term and the final exam (May 4<sup>th</sup>), and your performance on these quizzes will be used to add to your final exam grade. Your TAs will explain the details to you in your section. It is to your benefit to attend classes and take notes. If your notes are confused, remember to ask your TAs for clarification during quiz section.

### Mid-term and Final

Both the mid-term and the final exams will be in an essay format, but the study questions will be given to you on the last lecture date prior to the exam (February 28<sup>th</sup> for the mid-term and May 4<sup>th</sup> for the final exam). Students will be allowed to write or type all the notes they wish on the back of the question sheet. A note of caution: make sure you can read the notes after they are printed on the back—a 4 font is very hard to read! When you come to the exam, you will bring an unannotated examination booklet or stapled sheets of paper along with your study questions with your name on both. Turn in your study questions with your exam.

All exams will use an essay format. Study questions will be provided to prepare you for the type of answers expected. See below: *A Student's Guide to History*.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### Papers

For this course all students will be required to write two papers (1500-2000 words each) on topics that will be distributed in advance. The topics will be similar in nature and will demand a thoughtful analysis of the works under discussion. All papers are due on the date assigned. All students are required to turn in a first draft of the first paper to their TA on the date shown in the syllabus; a first draft is optional for the second paper.

### Assignments

It is the responsibility of each student to take the exams and the quizzes and to submit the papers at the appointed times. If you believe you will be unable to do so, contact your teaching assistant before the due date to discuss the **possibility** of an extension. Since the exams, quizzes, and the due dates for the two papers are listed on the



course syllabus, no **post facto** (after the fact) excuses will be accepted for missing an examination or failing to turn a paper in on time.

The **only exceptions** to this policy are those occasions of need specified in the document, *Students Rights and Responsibilities* (<http://www.uky.edu/Registrar/bulletincurrent/acreg.pdf> p.68), available online. For situations which meet these criteria, the *specified make-up procedures will be followed via a conference among the student, the teaching assistant and Professor Holle*. The student is always responsible for contacting the TA or the instructor in these cases; we will not seek you out if you miss a quiz or an exam or fail to turn in a paper on time.

It is assumed that all students will have completed the assigned readings prior to the time they arrive in class. Class discussion and the quizzes the TAs give in their sections will be an integral part (20%) of this course. All students will be expected to attend quiz section and be prepared to discuss the documents outlined in the syllabus each week. The TAs have been instructed to increase the number of quizzes if class participation declines.

The TAs will also set the attendance policies for their sections (they will be uniform), and all excuses must follow the policies identified in *Students Rights and Responsibilities*. All make-up quizzes will be the result of a conference between the student and the TA. The quizzes will be based upon the weekly readings from ETEP or other sources identified in the syllabus and from the material given in the lectures from the week. Remember that the policies and guidelines for this course were established by Professor Holle and not the TAs. They have the responsibility of enforcing the policies. If you have problems with aspects of the course or how it functions, please feel free to see me.

Academic Accommodations due to disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address [jkarnes@eamil.uky.edu](mailto:jkarnes@eamil.uky.edu)) for coordination of campus disability services available to students with disabilities.

#### Academic integrity, cheating & plagiarism

Unfortunately, cheating and plagiarism have become rapidly growing problems on campuses across the country and at the University of Kentucky. Be very aware that this University and all the instructors for this course take cases of academic dishonesty with the utmost seriousness. It is very important for all students to read carefully the policies concerning cheating and plagiarism in *Students Rights and Responsibilities* (<http://www.uky.edu/Ombud/index.php>). If you have any doubts or questions whatsoever in any course as to whether something can be construed as dishonest, ask the specific instructor or your academic advisor for their advice. Students have sadly committed acts of dishonesty through ignorance and have been punished for them. **Be advised that the minimum punishment for cheating or plagiarism is an E for the assignment course.**

#### Classroom Behavior, decorum and civility

Upon enrolling in the University of Kentucky, you have entered a profession. Just as in Medicine or Law, the academic profession operates by its own standards and rules of ethics and conduct. These entail, among other things, decorum (see below), respect for one's colleagues, and, above all, the honest representation of one's own work.

This is a large class in a large lecture hall; order and decorum are essential for all of us to conduct this course. Here are a few rules that all are expected to follow:

1. You may bring beverages to class to drink, but no food to eat.
2. Do not chat with friends or draw humorous pictures if you feel bored with the lecture; learn to take notes even when you do not want to.
3. Do not under any circumstances read a newspaper during class.

4. If your cell phone rings during class, please turn it off and bring it to the instructor. I will take the phone and return it to you after the class. All such devices should always be turned off before you set foot in any classroom.
5. Students are expected to arrive on time for the class and to remain until the class is dismissed. Individuals who disregard this policy will be personally notified that their actions are not acceptable. Students who are more than 10 minutes late for class will not be allowed to enter the lecture hall or take the quiz at the end of the class.
6. Again due to the large size of the class and the number of assignments, all appeals to reconsider grades **must be made within one week of the receipt of the grade**. If, upon receiving your grade, you think that the grade does not reflect the answers you provided on an exam/quiz or the quality of your paper, contact the person who graded the work immediately. Professor Holle will handle unresolved disputes between the student and the Teaching Assistant.
7. Students may utilize a laptop computer in this class only for note-taking purposes. Students observed using the laptop for email, surfing or other non-academic purposes will no longer allowed the privilege of using it in class.
8. Students who anticipate problems with physical limitations, illness, mental health conditions, or learning disabilities **must** meet with the instructor during the first two weeks of this course to provide documentation (a letter from the Disability Resource Center) and to work out accommodations. After this time frame, it may no longer be possible to meet all requests.

Study Questions and Paper Topics for Sophocles, *The Theban Plays***STUDY QUESTIONS:**

1. Describe the historical background to the presentation of drama in fifth-century Athens. Where does Sophocles stand in the development of Greek drama? What role does the chorus play in his works?
2. Explain with a minimum of detail, but reasonable clarity, the legend which supports these Theban plays.
3. In which ways is Oedipus a tragic figure? Explain fully.
4. What message does Sophocles in *Oedipus the King* impart concerning mortal life and the role of fate? Note specifically the statements of the chorus on pp. 59 & 68.
5. With which of Oedipus' two daughters, Antigone or Ismene, could contemporary Athenians identify? Why?
6. Using the pronouncements of the chorus (pp.135-6) as a basis for your analysis, explain Sophocles' views on man's strengths and weaknesses.
7. Both Creon and Antigone claim to represent the lawful act. Which one is correct, or are both? Can one truly sympathize with either of these individuals? Explain.
8. Who is the tragic figure of this play? How is the *Antigone* resolved by Sophocles?

**PAPER TOPICS:**

|  |  |
|--|--|
| Political power in the plays of Sophocles                            | The role of seers or prophets                        |
| The roles of women in Sophoclean tragedy                             | Concept of duty in Sophocles                         |
| Tragic figures and Sophocles   | The role of minor characters in Sophocles            |
| Concept of Kingship in Sophocles                                     | Creon in <i>Oedipus the King</i> and <i>Antigone</i> |
| Fate and free will in <i>Oedipus the King</i> and/or <i>Antigone</i> |  |
| Role of law (secular and/or divine) in the plays of Sophocles        |  |

**INSTRUCTIONS FOR THE PAPER**

1. All papers will begin with a title page which will include the title of the essay, the name of the student, the course number, and the due date.
2. Each student will choose a topic from those listed above or create another one with the consent of the instructor. Unapproved topics will not be graded, and the student will receive the grade of 0 for the assignment. Discuss the implication of this grade with your TA.
3. In a 1-2 paragraph introduction/thesis statement, the student will identify in specific terms the topic under analysis and which question this essay will address or answer. The main body of the paper will demonstrate your points or argue your contention(s) with specific citations from the text noted in parentheses (the page number from the Penguin edition is sufficient; if you use a different edition, you must turn it in with the paper so that I can check the citations.). No footnotes or endnotes are required. Quotes of two lines or less may remain in the body of the text; quotes longer than two lines **must be indented and single-spaced** (one-tab indent for each line). After the long quote, return to double-spacing the text.

4. All students must use the Penguin edition of Sophocles, *The Theban Plays*, as their only source; no secondary sources or material from the internet is allowed. See the discussion of plagiarism in the syllabus.
5. The paper must come to some conclusion, as even a negative conclusion has value.
6. The essay must be double-spaced in a readable font (no less than 12) and with normal one inch margins. There will be no page requirements, only a minimum of **1500** words and a maximum of **2000** words. The students must provide a page which documents word count of the essay. After the essay is complete, go to print options and use the document property option. It will provide a word count.
7. All references to the names of the plays must be in italics, as this is the correct way to identify titles.
8. At the end of the paper, the following statement with the student signature must be included:

I attest that this essay assignment is based solely on my use of the *Theban Plays* of Sophocles and that I have not used any secondary sources, any information from the internet, nor received any assistance from another individual (Writing Center excepted).

Student name \_\_\_\_\_

Student signature
9. In the formal prose style required for this assignment, the following **are not allowed**:
  - a. The overuse of the first or second person: no I, we, us, my, you, your, etc.
  - b. Colloquialisms or slang (writing as you speak or worse)
  - c. Rhetorical questions (Alas, what would Oedipus do?)
  - d. An under-developed vocabulary; use a thesaurus (avoid the phrase, he, she, it says)
  - e. The passive voice (Oedipus failed many 104 students, not many 104 students were failed by Oedipus)
  - f. Incorrect grammar (subject-verb agreement, subject-antecedent agreement, etc); without correct grammar, your essay will lack clarity and this will lead to a reduction in the grade.
  - g. Incorrect punctuation; learn the rules for the proper use of the comma, colon, semi-colon, and period. Incorrect use may lead to a lack of clarity and a lower grade.
  - h. Unclear antecedents for the relative pronouns (this, that, those, etc.).
10. **MAKE SURE TO PROOFREAD THE ESSAY BEFORE TURNING IT IN!  
SPELL-CHECK AND GRAMMAR-CHECK ARE NOT ENOUGH.**

Study Questions and Paper Topics for Machiavelli, *The Prince***STUDY QUESTIONS**

1. Explain how Machiavelli's background in Florentine and Italian politics would influence his writings.
2. Why did Machiavelli compose *The Prince* and present it as a gift to Lorenzo de Medici?
3. What are some of the rules or procedures a prince should follow upon the conquest of a new territory? Do these rules make any sense? Explain fully.
4. What are Machiavelli's opinions of Cesare Borgia, the Duke of Urbino?
5. Explain Machiavelli's attitudes toward contemporary popes and the power of the Papal States.
6. Which types of military organizations does the author favor and why? Are his views realistic in light of 16<sup>th</sup> century European history?
7. What qualities/abilities does Machiavelli believe a prince must possess to acquire and to maintain power? Be specific.
8. Where does Machiavelli find his examples to demonstrate his theories? What does this tell you about his education and background?
9. According to Machiavelli, how can Italy be saved from its present predicament?

**PAPER TOPICS**

1. Political power in 15<sup>th</sup>/16<sup>th</sup> century Italy
2. The role of the Catholic church in Italian politics
3. The relationship between morality and political power
4. Why Machiavelli differentiated the various types of military power
5. Machiavelli and the concept of 'prince' in Italian/European affairs
6. The ideal ruler in Machiavelli
7. Role of Fate/Chance in political affairs
8. Use of violence or intrigue (or any other nefarious activity) in politics
9. Machiavelli's use of examples from Greco-Roman history
10. Dramatic representation in Machiavelli.

**INSTRUCTIONS FOR THE PAPER**

1. All papers will begin with a title page which will include the title of the essay, the name of the student, the course number, and the due date.
2. Each student will choose a topic from those listed above or create another one with the consent of the instructor. Unapproved topics will not be graded, and the student will receive the grade of 0 for the assignment. Discuss the implication of this grade with your TA.
3. In a 1-2 paragraph introduction/thesis statement, the student will identify in specific terms the topic under analysis and which question this essay will address or answer. The main body of the paper will demonstrate your points or argue your contention(s) with specific citations from the text noted in parentheses (the page number from the Penguin edition is sufficient; if you use a different edition, you must turn it in with the paper so that I can check the citations.). No footnotes or endnotes are required. Quotes of two lines or less may remain in the body of the text; quotes longer than two lines **must be indented and single-spaced** (one-tab indent for each line). After the long quote, return to double-spacing the text.

4. All students must use the Penguin edition of Machiavelli, *The Prince*, as their only source; no secondary sources or material from the internet is allowed. See the discussion of plagiarism in the syllabus.
5. The paper must come to some conclusion, as even a negative conclusion has value.
6. The essay must be double-spaced in a readable font (no less than 12) and with normal one inch margins. There will be no page requirements, only a minimum of **1400** words and a maximum of **2000** words. The students must provide a page which documents word count of the essay. After the essay is complete, go to file, then open print, click on options, check document properties, click ok, and then print the essay. After you have completed the assignment, remember to remove the check from document properties, or all of your future documents will include this data.
7. All references to the names of the plays must be in italics, as this is the correct way to identify titles.
8. At the end of the paper, the following statement with the student signature must be included:

I attest that this essay assignment is based solely on my use of *The Prince* of Machiavelli and that I have not used any secondary sources, any information from the internet, nor received any assistance from another individual (Writing Center excepted).

Student name  
Student signature
9. In the formal prose style required for this assignment, the following **are not allowed**:
  - a. The overuse of the first or second person: no I, we, us, my, you, your, etc.
  - b. Colloquialisms or slang (writing as you speak or worse)
  - c. Rhetorical questions (Alas, what would Cesare Borgia do?)
  - d. An under-developed vocabulary; use a thesaurus (avoid the phrase, he, she, it says)
  - e. The passive voice (Machiavelli failed many 104 students, not many 104 students were failed by Machiavelli)
  - f. Incorrect grammar (subject-verb agreement, subject-antecedent agreement, etc); without correct grammar, your essay will lack clarity and this will lead to a reduction in the grade.
  - g. Incorrect punctuation; learn the rules for the proper use of the comma, colon, semi-colon, and period. Incorrect use may lead to a lack of clarity and a lower grade.
  - h. Unclear antecedents for the relative pronouns (this, that, those, etc.).
10. **MAKE SURE TO PROOFREAD THE ESSAY BEFORE TURNING IT IN!  
SPELL-CHECK AND GRAMMAR-CHECK ARE NOT ENOUGH.**

Lectures and Assignments:

|         |   |
|---------|---|
| Jan. 12 | Introduction to the course and Greek History to 750<br><b>Discussion:</b> ETEP, pp. <i>i-xii</i> ; go to discussion section to meet your TA and receive information on the class. |
| 17      | MLK Day: No Class   |
| 19      | Greece in the Age of Expansion, 700-500 BCE<br><b>Discussion:</b> ETEP, Chapter 1: Ancient Women, complete; be prepared to answer the study questions from pp. 15 & 28            |
| 24      | Greece in the Fifth Century: War and Culture  |
| 26      | Decline of Greece, the rise of Alexander the Great, and the growth of the Hellenistic Kingdoms<br><b>Discussion:</b> Sophocles, <i>Oedipus the King &amp; Antigone</i> , complete |
| 31      | Early Roman History to 133  |
| Feb. 2  | The Decline of the Roman Republic to Augustus<br><b>Discussion:</b> ETEP, Chapter 3: Alexander the Great; <b>first draft of the Sophocles paper is due.</b>                       |
| 7       | The Roman Empire and the Rise of Christianity   |
| 9       | Fall of the Roman Empire and the Triumph of Christianity<br><b>Discussion:</b> ETEP, Chapter 2: Ancient Slavery   |
| 14      | The Successors of Rome in the West to Charlemagne   |
| 16      | The Christian Church to 1050<br><b>Discussion:</b> ETEP, Chapter 5: Charlemagne; <b>Sophocles paper due.</b>  |
| 21      | Feudalism and the Rise of Normandy  |
| 23      | The Byzantine Empire: The Roman Empire that did not Fall<br><b>Discussion:</b> ETEP, Chapter 4: The Rise of Islam   |
| 28      | <b>MID-TERM EXAM</b>  |
| Mar. 2  | The Crusades and the Rise of Cities in the West<br><b>Discussion:</b> ETEP, Chapter 6: The Crusades   |
| 7       | Late Medieval England   |
| 9       | Late Medieval France<br><b>Discussion:</b> ETEP, Chapter 7: The Black Death   |
| 14      | <b>SPRING BREAK: NO CLASS</b>   |
| 16      | <b>SPRING BREAK: NO CLASS</b>   |
| 21      | The Holy Roman Empire to 1050   |
| 23      | The Roman Papacy to 1417.<br><b>Discussion:</b> ETEP, Chapter 8: The Age of Exploration and Conquest  |
| 28      | The Italian Renaissance and the World of Machiavelli  |
| 30      | The Renaissance of Northern Europe<br><b>Discussion:</b> Machiavelli, <i>The Prince</i> , complete.   |
| Apr. 4  | The Protestant Reformation I  |
| 6       | Protestant Reformation II & the Catholic Reformation<br><b>Discussion:</b> ETEP, Chapter 9: Martin Luther   |
| 11      | The Counter Reformation   |
| 13      | The Century of Spain  |

18                    **Discussion:** More on Martin Luther  
England: The Tudors and the Stuarts  
20                    France to Louis XIII  
                      **Discussion:** ETEP, Chapter 10: Witch-Hunting in Early Modern Europe &  
**Machiavelli paper due in section**  
25                    The Thirty Years War  
27                    The World of Louis XIV  
                      **Discussion:** Review and return of papers, quizzes, etc.  
May 4                **FINAL EXAM 8-10 AM**  
ETEPE = Exploring the European Past: Text and Images



PROFESSOR HOLLE  
History 104

GRADE CALCULATION:

|                     |   |
|---------------------|---|
| 90 – 100 points     | A |
| 80 – 90 points      | B |
| 70 – 80 points      | C |
| 60 – 70 points      | D |
| Less than 60 points | E |

As I shall round up the total at the end, the actual range for an A is 89.50 – 100.

All other grades will have the same type of range. If one does not complete an element of the course, one will receive a negative value equal to the percentage of that element. This is a very important thing to remember.

An example:

|                      |                        |
|----------------------|------------------------|
| Mid-term Exam        | 88 x 20% = 17.6 points |
| Papers               | 92 x 30% = 27.6 points |
| Discussion & Quizzes | 80 x 20% = 16 points   |
| Final Exam           | 80 x 30% = 24 points   |

Total 85.2 points = B

|                      |                        |
|----------------------|------------------------|
| Mid-term Exam        | 88 x 20% = 17.6 points |
| Book Review          | 92 x 30% = 27.6 points |
| Discussion & Quizzes | 0 x 20% = -20 points   |
| Final Exam           | 80 x 30% = 24 points   |

Total 49.2 points = E

It is very important to complete every element of the course, as you cannot pass this course unless you do.

LATE PAPER POLICY:

The final grade of the paper will drop five (5) points per day until it is turned in. If there is a question about missing the due date for a written assignment, students should always contact me or their TA in advance of that date.

INCOMPLETES:

Except for the most grave or compelling reasons, I do **not** give incomplete grades.

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

History 104

Professor Holle

Grading papers in the discipline of History is not an exact science, but there are specific criteria which all students must follow to obtain a good grade. Below is a list of qualities which I and the TAs require for the grades from A through E.

An A paper will include the following: a clearly defined thesis in the first paragraph which prepares the reader for the essay which follows; original analysis of the topic which draws on the relevant sources; demonstrates an understanding of the sources/evidence and accurately evaluates it in relevance to the topic; the presentation of a logical argument to demonstrate the validity of the thesis by use of specific citations from the sources; demonstration of outstanding control of proper English prose including grammar and punctuation by the use of complex and well-constructed sentences; the use of a vocabulary that is precise, advanced to the university level and varied. Also the paper will show that the student had read and followed the instructions given for the assignment.

A B paper will have: a thesis in the first paragraph which has relevance to the topic under consideration; analysis of the topic based on a number of sources; some understanding of the sources/evidence and their relationship to the topic; presentation of an argument with citation of some, but rarely all the relevant sources; possesses knowledge of English grammar and punctuation, but some errors appear; sentences are varied in structure, but tend more toward simple than complex; the vocabulary used is good, but not always at the university level; the student had read the instructions for the assignment, but has not followed all of the requirements.

A C paper tends to: possess an ill-defined thesis somewhere, often understated, in the paper; includes some analysis of the sources, but more often tends to provide specific examples, sometimes properly cited from the sources, without any analysis of their importance or relevance to the thesis; the argument is usually difficult to follow because there is little control over the evidence and how its logical presentation affects the thesis; knowledge of English grammar and punctuation is irregular; sentences are usually simple and the vocabulary reflects a High School or colloquial environment; the student has read the instructions.

A D paper has the following: no thesis or none that the reader can identify; little understanding or control of the sources and why there is a need to cite them correctly; the argument, if it exists, has little coherency and often seems a series of unrelated or random examples which seem to increase the word count or number of pages; there is little analysis of the sources or the examples chosen; knowledge of proper English grammar and punctuation, along with complex sentences and a university-level vocabulary are yet to be fully realized; the student did not know there were instructions or did not follow them.

An E paper has little to none of the qualities listed above, has blatantly disregarded the instructions and produced a paper which does not meet the requirements, has been turned in more than eight days late (8x5=40 points off), or has plagiarized from other sources.

A final note: all students who have read the instructions for the papers and the criteria for grades on the essays should always feel free to meet with their TA to see if they are following the directions, if their thesis is clear, or if he/she can assist them in any other way. Do not wait until the last few days to write these papers; that will only lead to disappointment and a poor grade. Remember, the first paper in History 104 has the requirement of a first draft, but the time restraints on this option for the second paper will be given in class. When in doubt, visit your TA; they are there to assist you.

## A Student's Guide to History

### Essay Exams

Preparing for an essay exam involves mastering the relevant course material. You will need to employ all your skills in reading course assignments and in studying your class notes. To do well in such an exam you will have to demonstrate your grasp of the subject.

Taking an essay exam can be quite a problem. You don't study, you don't study enough, you don't study the correct material, you forget what you studied you panic in class, you don't have enough time to finish, your stomach is upset, you forget to answer a question. There is no easy way of dealing with all this, but here are a few pointers to follow until you gain the experience necessary to overcome these problems.

1. When you are given the exam don't panic. Read the entire exam slowly. Gauge the amount of time you will need to answer each question. Then choose the question you know most about to answer first.
2. Don't write the first thing that comes to your mind. Read the question slowly and be sure you understand it.
3. Determine how you will answer the question and the central points you wish to make.
4. Write these central points or even a full outline in the margin of the exam and booklet, and, as you compose each sentence of your answer, make sure that it relates to one of these points.
5. Your answer must follow the question. Be as specific or general, as concrete or reflective, as the question suggests. Never allow your answer to wander away from the focus of the question.
6. Don't repeat yourself. Each sentence should add new material or advance a line of argument.
7. Where necessary, refer to the facts that support the points you are making. You must also give evidence that you have thought about the question in broad terms. The mere relation of a series of facts will rarely earn you a high grade.
8. Toward the end of your answer, you may wish to include your own opinion. This is fine, even desirable, but be sure that your answer as a whole supports this opinion.
9. Always reread and correct an answer after it is finished. The pressure of an exam can often cause you to write sentences that are not clear.
10. Write legibly, or your grader will be in no mood to give you the benefit of any doubts.
11. Don't write cute or plaintive notes on the exam. They seldom raise a grade and may prejudice the grader against you.

A well-written essay answer is a combination of (1) adequate knowledge of the subject, (2) clear thinking about the points to be covered, (3) well-structured sentences, and (4) complete understanding of the question. Following are two answers to a sample essay question on modern Chinese history. The first answer is very well written and deals successfully with the four requirements listed. The second answer is very poor and meets none of these requirements.

Question: Discuss the origins of the Chinese Civil War of 1945-1949. How did the differing political programs of the two contenders affect the outcome of that conflict?

GOOD Answer:

The Origins of the 1945-1949 Civil War can be traced back to the rise of Chinese nationalism in the late nineteenth century. Out of the confusion of the Warlord period that followed the overthrow of the Manchu dynasty in 1911, two powerful nationalist movements arose--one reformist and the other revolutionary. The reformist movement was the Kuomintang (KMT), founded by Sun Yat-sen. It was based on a mixture of republican, Christian, and moderate socialist ideals and desired by opposition to foreign domination. The revolutionary movement was that of the Chinese Communist Party (CCP), founded in 1921, whose goal was a communist society but whose immediate program was to organize the working class to protect its interests and to work for the removal of foreign "imperialist" control.

Although these two movements shared certain immediate goals (suppression of the Warlords, and resistance to foreign influence), they eventually fell out over such questions as land reform, relations with the USSR, the role of the working class, and the internal structure of the KMT. (The CCP operated within the framework of the more powerful KMT during the 1920s.)

By the 1930s, when Chiang Kai-shek succeeded Sun, the CCP was forced out of the KMT. By that time the CCP had turned to a program of peasant revolution inspired by Mao Tse-tung. A four-year military struggle (1930-1934) between the two movements for control of the peasantry of Kiangsi Province ended in the defeat but not destruction of the CCP.

The Japanese invasion of Manchuria (1931) and Central China (1936-1938) helped salvage the fortunes of the CCP. By carrying out an active guerrilla resistance against the Japanese, in contrast to the more passive role of the KMT (which was saving its army for a future battle with the Communists), the CCP gained the leading position in the nationalist cause.

In the post-World War II period, the CCP's land reform program won strong peasant support, whereas the landlord-backed KMT was faced with runaway corruption and inflation, which eroded its middle-class following. The military struggle between 1945 and 1949 led to the defeat of the demoralized KMT army and the coming to power of the CCP.

POOR ANSWER:

The Kuomintang had a stronger army than the Communists, but the Communists won the civil war and took over the country. Their political program, was liked by the peasants because they didn't own any land and paid high taxes.

China was based on the Confucian system, which was very rigid and led to the Manchu dynasty being overthrown. The Chinese didn't like being dominated by foreigners, and Sun Yat-sen founded the Kuomintang to unite China. He believed in the Three Peoples Principles. At first he cooperated with the Chinese Communists, but later Chiang Kai-shek tried to destroy communism because he was against it. Communism was not in favor of the wealthy people.

The Communists wanted a revolution of the peasants and gave them land. They also killed the landlords. Chiang Kai-shek worried more about the Communists than about Japanese invasion. The Japanese looked to conquer China and make it a part of their empire. Chiang Kai-shek wanted to fight the Communists first.

After World War II the Chinese Communists attacked Manchuria and took over a lot of weapons. They fought the KMT army. The KMT army lost the battles, and Chiang Kai-shek was chased to Taiwan, where he made a new government. The Communists set up their own country, and their capital was Peking. That way the Communists won the Chinese Civil War.

Let's see the difference between the poor and the well-written essay in regard to each of the four requirements for a well-written answer.

1. Adequate knowledge of the subject. The poor answer fails to indicate adequate knowledge in several ways. It is too brief, omitting many important facts. It describes the political programs of the two contending parties in the most vague terms. It refers to the CCP only as the Chinese Communists, leaving the impression that they were a loose grouping of like-minded individuals rather than a strong, well disciplined political organization. It does not even mention to name of the most famous leader of the CCP Mao Tse-tung. Chiang Kai-shek, the leader of the KMT, is mentioned, but there is no mention of his political program or beliefs, other than that he was opposed to communism. Another serious defect is the lack of chronology. The answer jumps back and forth between earlier and later periods and no dates are given for major events.

The well-written answer illustrates a good knowledge of the subject matter. The origins, philosophies, leaders, and relationship of the two contending parties are clearly described. This answer brings in related issues such as nationalism. Warlords, guerrilla warfare against Japan, corruption, and inflation, thus indicating a broader knowledge of the historical context in which the Chinese Civil War developed. The chronology is very clear, with events proceeding in proper time sequence and with all major events identified by date.

2. Clear thinking about the points to be covered. The poor answer is not organized. Note that the paragraphs do not make separate points and that each succeeding paragraph does not further develop the theme of the essay. Paragraph one is a conclusion rather than an introduction. The second paragraph goes back to the founding of the KMT, but instead of discussing the origin of the hostility between it and the CCP, it merely states that hostility came into existence. The third paragraph begins by introducing the CCP (though not by name). However, it does not expand on the CCP's programs and points of conflict with the KMT, but instead of abruptly changes the focus of events, and the time frame by introducing the Japanese invasion of China, which the last sentence of the paragraph only vaguely relates to the question. The last paragraph, instead of drawing conclusions about the causes of the Communist victory in the Civil War, merely states that it occurred.

The well-written answer, on the other hand, uses each paragraph to make a separate important point, and each succeeding paragraph further develops the theme of the essay. Paragraph one sets out the political programs of the two groups and the historical context in which the movements originated. The second paragraph explains the beginning of the conflict of the 1920's. Paragraph three discusses that conflict in relation to the Chinese peasantry during the early 1930's. The fourth paragraph discusses the development of the conflict in relation to the Japanese invasion of the late 1930's. The final paragraph summarizes the effects of the conflicts and of postwar developments on the outcome of the Civil War.

3. Well-structured sentences. Many sentences in the poor answer are badly constructed either because they are awkward or because what they say adds nothing to the answer. Some of the awkward phrases are "Communists won the Civil War and took over the country"; "communism was liked by the peasants"; "China was based on the Confucian system"; "communism was not in favor of the wealthy people"; "the Japanese looked to conquer China"; "the Communists set up their own country." These phrases cause the sentences to be unclear, and they keep the student from getting his or her point across. The other major defect in sentence structure is repetitious or irrelevant sentences and phrases. These are "Chiang Kai-shek tried to destroy communism because he was against it"; "they fought the KMT army"; "that way the Communists won the Chinese Civil War." The sentences of the well-written answer, on the other hand, are clear, and each adds new material to the essay.

4. Complete understanding of the question. The poor answer does not deal with the central issue of the question--the political programs of the KMT and the CCP. It notes that the KMT was founded on the Three Peoples Principles, but it does not explain what these were. Of the CCP, it says that there was a belief in communism (which is obvious) and peasant revolutions (which is vague). These are the only references to political programs in the entire essay. It is obvious that the writer of this answer failed to understand that the central focus of the question was on political philosophy.

The well-written answer is directed to the central issue of political programs and begins on that very point. The remainder of the answer makes clear the relationship of political programs to the origins and course of the Chinese Civil War as called for in the first sentence of the question.

Source: Jules R. Benjamin, A Student's Guide to History (New York, 1975), pp. 30-36.