Course Overview and Objectives

This course, required of all history majors at Kennesaw State, serves as an introduction to the origins of several of the world’s most important religious and intellectual traditions. It is designed to give exposure to ideas that have molded the past and continue to shape the way peoples across the globe live today. Particular emphasis will be placed on the points of intersection and contrast between these traditions and on the ways in which these modes of thought and belief continue to evidence themselves in the current day.

Our chief means of studying these traditions will be through the careful examination of primary sources. Much of our class time will be taken up with discussion of these texts. The primary task of the student in this class will be to engage in the careful consideration of this material, in both written and spoken form.

Attendance & Participation

Attendance is mandatory. The bulk of this course will include class discussion of texts and reflection on the traditions that we are considering. It is essential that you come to class prepared to engage in creative and respectful discussion, participation will be a significant deciding factor in borderline grades. You may miss THREE classes, excused or not. Four or more absences will result in a failing grade for the course.

GeorgiaVIEW

This course is supported by GeorgiaVIEW. All required course materials, apart from the texts available at the KSU Bookstore, are accessible online. You should familiarize yourself with the site early in the semester and check the site regularly for assignments, readings and announcements.

Texts:

- Numerous additional readings available on this course’s GeorgiaVIEW site.
Required work

- Portfolios (collected near the midterm and final – 25% of final grade each) – in 3 brad folders
  1. **Quick Writes** (QW) – Short writing assignments on questions/topics asked by the instructor concerning assigned readings for the day.
  2. **Site Visits** – minimum 2 FULL page write-ups visits to local cultural sites outside of your tradition.
  3. **Interviews** – minimum 2 FULL page write-ups of interviews with knowledgeable individuals (preferably community leaders) outside of your tradition.
  4. **Restaurant visits** – minimum 2 FULL page write-ups of experiences of traditional non-American/non-Western European/non-Americanized ethnic cuisine outside of your tradition.
  5. **Mini-reports** – 5 page research reports on the topic which most interested you concerning your interview. Must be internally cited and include a bibliography (not part of the page count).

(Number’s 2-5 above must be TYPED, 12 point Times New Roman font, DOUBLE SPACED, one inch margins. Information from sources other than personal interviews or class notes MUST BE CITED. See the guides and instructional video on GAView Vista.)

(Contents of Midterm portfolio: Signed syllabus sheet, Check Sheet, All QWs, ONE EACH of numbers 2-5 above)

(Contents of Second portfolio: 2nd Check Sheet, Your Midterm Portfolio, All QWs, TWO ADDITIONAL of numbers 2 & 3 above, ONE ADDITIONAL Restaurant visit, and ONE ADDITIONAL mini-report)

**At the end of the semester, your portfolios will have:**
- All Quick-writes
- Three Site Visits
- Three Interviews
- Two Restaurant Reviews
- Two Mini-reports

- Midterm Exam (Identifications and Essay) – 20% of final grade
- Final Exam (Identifications and Essay) – 20% of final grade
- Final Essay – 10% of final Grade

**Tentative Schedule**

This schedule is subject to change at the discretion of the instructor. It is up to the student to stay abreast of any announced changes in the schedule of assignments and readings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>Introduction-Syncretism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Origins of Great Traditions</td>
<td></td>
</tr>
<tr>
<td>Jan 19</td>
<td>Oral History</td>
<td></td>
</tr>
<tr>
<td></td>
<td>African tradition</td>
<td><strong>Sundiala</strong></td>
</tr>
<tr>
<td>Jan 26</td>
<td>From Indus Valley to Vedic India</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hinduism</td>
<td><strong>RigVeda &amp; Upanishads</strong></td>
</tr>
<tr>
<td>Feb 2</td>
<td>Hinduism Part II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jainism</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Text</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Buddhism: Theravada and Mahayana</td>
<td>Buddha Karita &amp; Buddhist texts</td>
</tr>
<tr>
<td></td>
<td>Vajrayana (Tibetan) &amp; Other Buddhist Traditions</td>
<td></td>
</tr>
<tr>
<td>Feb 16</td>
<td>Warring Princes &amp; Classical India</td>
<td>Ramayana, Laws of Manu</td>
</tr>
<tr>
<td></td>
<td>Early China (MIDTERM PORTFOLIO DUE)</td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>Daoism</td>
<td>Tao Te Ching, Dao of Pooh</td>
</tr>
<tr>
<td></td>
<td>Confucianism &amp; Legalism</td>
<td>Analects, Han Feizi</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>Mar 8</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Mar 12</td>
<td>Last Day to Withdraw</td>
<td></td>
</tr>
<tr>
<td>Mar 15</td>
<td>Early Monotheism</td>
<td>Zoroastrian docs</td>
</tr>
<tr>
<td></td>
<td>Biblical Judaism</td>
<td>Genesis selections</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Second Temple Judaism &amp; the Hellenistic World</td>
<td>Book of Daniel, Daniel debate</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Sister Traditions: Rabbinic Judaism</td>
<td>Haggadah</td>
</tr>
<tr>
<td></td>
<td>Sister Traditions: Early Christianity to Constantine</td>
<td>Creeds of Christianity</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Christianity: Canon and Heresy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Christendom &amp; Christendom Divided</td>
<td>95 Theses</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Islam (MIDTERM PORTFOLIO DUE)</td>
<td>Qur’an selections, Muslim Jesus</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Islam Divided</td>
<td></td>
</tr>
<tr>
<td>May 3</td>
<td>Final Exam 1:00-3:00</td>
<td></td>
</tr>
</tbody>
</table>

**Grading scale**

90-100=A; 80-90=B; 70-80=C; 60-70=D; below 60=F
Late work will be penalized one letter grade for each class session it is late. No papers more than one week late will be expected. Missed exams may be made up only with a documented medical excuse. Any grade appeals must be submitted to me in writing and within a week of receiving the grade.

**Academic Integrity and Integrity**

Research has indicated that 40-60% of American college students reported cheating on examinations in college. Over half of the students who reported cheating in college were repeat offenders who used a variety of nefarious techniques to achieve their objective. While I assume the best of all students, I am well aware of these realities. Every KSU student is responsible for upholding the provisions of the Student Code of Conduct (Section II-A of the KSU Student Code of Conduct) which states:

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).
Incidents of alleged academic misconduct will be handled through, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

I take instances of plagiarism very seriously. If I have questions about the integrity of your work, I will ask to meet with you. If outstanding questions remain, I will adhere to the established procedures of the University Judiciary Program above. Please note: the penalty for cheating and/or plagiarism in this course is a failing grade for the semester.

A = Excellent. Your essay will:
- Have a strong thesis (main point) that is clearly supported by an organized essay/letter/speech where appropriate.
- Provide excellent examples to support your thesis.
- Show thorough comprehension of the ideas presented in class and in the reading.
- Demonstrate innovative ideas and approaches.
- Have strong analyses of material and arguments found in lecture, reading, and research.
- Contextualize ideas and arguments to the overall historical period.
- Have proper citations as per syllabus.
- Be written clearly, with few errors in grammar, spelling, punctuation or usage.

B = Very Good. Your essay will:
- Have a good thesis that is supported by a mostly well organized essay/letter/speech where appropriate.
- Provide appropriate examples to support your thesis.
- Demonstrate comprehension of the ideas presented in class and in the reading.
- Analyze material and arguments found in lecture, reading, and research.
- Connect ideas and arguments to the overall historical period.
- Have proper citations with few mistakes as per syllabus.
- Be written clearly, with minor errors in grammar, spelling, punctuation or usage.

C = Good/Average. Your essay will:
- Have a thesis, perhaps flawed, or one that is incompletely supported by the essay/letter/speech where appropriate.
- Organized.
- Provide examples to support your thesis.
- Demonstrate basic comprehension of the ideas presented in class and in the reading.
- Reveal some incompleteness in the research.
- Incompletely analyze material and arguments found in lecture, reading, and research.
- Incompletely connect ideas and arguments to the overall historical period.
- Improper use of citations, or incorrect format as per syllabus.
- Be written clearly, with some errors in grammar, spelling, punctuation or usage.

D = Below Average/Barely passing. Your essay will have one or more major problems:
- A weak thesis; or one that is incompletely supported by the essay/letter/speech where appropriate.
- Incomplete or weak organization.
- Weak examples or neglect to include textual examples.
- Show minimal comprehension of the ideas presented in class and in the reading.
- Show incomplete research.
- Partially analyze material and arguments found in lecture, reading, and research.
- Missing, or use incorrect citation format as per syllabus.
- Show lack of coherence, or many errors in grammar, spelling, punctuation or usage (>5/page).

F = Failing. Your essay will receive an F if it meets ANY of the criteria below:
- Does not meet the minimum requirements for a D.
- Shows evidence of plagiarism.
- Does not fulfill the requirements of the assignment.
- Contains unacceptable amount of compositional errors.
- Written in stream of consciousness or incoherent argumentation (babbling).
Plagiarism

The following discussion of plagiarism was produced by Writing Tutorial Services, Indiana University, Bloomington, IN and can be found at http://www.indiana.edu/~wts/wts/plagiarism.html.

What is Plagiarism and Why is it Important?

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is very important that we give credit where it is due. Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

How Can Students Avoid Plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person's idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotations of another person's actual spoken or written words; or
- paraphrase of another person's spoken or written words.

How to Recognize Unacceptable and Acceptable Paraphrases

Here's the ORIGINAL text, from page 1 of Lizzie Borden: A Case Book of Family and Crime in the 1890s by Joyce Williams et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam-powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an UNACCEPTABLE paraphrase that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came urbanization the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

What makes this passage plagiarism?

The preceding passage is considered plagiarism for two reasons:

- the writer has only changed around a few words and phrases, or changed the order of the original's sentences.
- the writer has failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).

Here's an ACCEPTABLE paraphrase:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).
Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- accurately relays the information in the original uses her own words.
- lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also ACCEPTABLE:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "transformed farm hands into industrial laborers," and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these hubs "which became the centers of production as well as of commerce and trade" (Williams 1).

Why is this passage acceptable?

This is acceptable paraphrasing because the writer:

- records the information in the original passage accurately.
- gives credit for the ideas in this passage.
- indicated which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

Note that if the writer had used these phrases or sentences in her own paper without putting quotation marks around them, she would be PLAGIARIZING. Using another person's phrases or sentences without putting quotation marks around them is considered plagiarism EVEN IF THE WRITER CITES IN HER OWN TEXT THE SOURCE OF THE PHRASES OR SENTENCES SHE HAS QUOTED.

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarizing these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or quote from a WWW site, she must cite that source.

If a writer wants to use visual information from a WWW site, many of the same rules apply. Copying visual information or graphics from a WWW site (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual information from WWW sites; for example, if a student is constructing a web page as a class project, and copies graphics or visual information from other sites, she must also provide information about the source of this information. In this case, it might be a good idea to obtain permission from the WWW site's owner before using the graphics.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

   Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can't see any of it (and so aren't tempted to use the text as a "guide"). Write out the idea in your own words without peeking.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.
Terms You Need to Know (or What is Common Knowledge?)

**Common knowledge**: facts that can be found in numerous places and are likely to be known by a lot of people.

Example: John F. Kennedy was elected President of the United States in 1960.

This is generally known information. **You do not need to document this fact.**

However, you must document facts that are not generally known and ideas that interpret facts.

Example: According to the American Family Leave Coalition's new book, Family Issues and Congress, President Bush's relationship with Congress has hindered family leave legislation (6).

The idea that "Bush's relationship with Congress has hindered family leave legislation" is not a fact but an interpretation; consequently, you need to cite your source.

**Quotation**: using someone's words. When you quote, place the passage you are using in quotation marks, and document the source according to a standard documentation style.

The following example uses the Modern Language Association's style:

Example: According to Peter S. Pritchard in USA Today, "Public schools need reform but they're irreplaceable in teaching all the nation's young" (14).

**Paraphrase**: using someone's ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

The following handout is quoted from the Purdue University Online Writing Lab and can be accessed at [http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html](http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html)

**Avoiding Plagiarism**

Brought to you by the Purdue University Online Writing Lab at [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

Academic writing in American institutions is filled with rules that writers often don’t know how to follow. A working knowledge of these rules, however, is critically important; inadvertent mistakes can lead to charges of plagiarism or the unacknowledged use of somebody else’s words or ideas. While other cultures may not insist so heavily on documenting sources, American institutions do. A charge of plagiarism can have severe consequences, including expulsion from a university. This handout, which does not reflect any official university policy, is designed to help writers develop strategies for knowing how to avoid accidental plagiarism.
Since teachers and administrators may not distinguish between deliberate and accidental plagiarism, the heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, emailed, drew, or implied.

### Choosing When to Give Credit

<table>
<thead>
<tr>
<th>Need to Document</th>
<th>No Need to Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>- When you are using or referring to somebody else’s words or ideas from a magazine, book, newspaper, song, TV program, movie, Web page, computer program, letter, advertisement, or any other medium</td>
<td>- When you are writing your own experiences, your own observations, your own thoughts, your own conclusions about a subject</td>
</tr>
<tr>
<td>- When you use information gained through interviewing another person</td>
<td>- When you are using “common knowledge” — folklore, common sense observations, shared information within your field of study or cultural group</td>
</tr>
<tr>
<td>- When you copy the exact words or a &quot;unique phrase&quot; from somewhere</td>
<td>- When you are compiling generally accepted facts</td>
</tr>
<tr>
<td>- When you reprint any diagrams, illustrations, charts, and pictures</td>
<td>- When you are writing up your own experimental results</td>
</tr>
<tr>
<td>- When you use ideas that others have given you in conversations or over email</td>
<td></td>
</tr>
</tbody>
</table>

### Deciding if Something is "Common Knowledge"

Material is probably common knowledge if . . .

- You find the same information undocumented in at least five non-internet sources
- You think it is information that your readers will already know
- You think a person could easily find the information with general reference sources
# Making Sure You Are Safe

<table>
<thead>
<tr>
<th>Action during the writing process</th>
<th>Appearance on the finished product</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When researching, note-taking, and interviewing</strong></td>
<td><strong>Proofread and check with your notes (or photocopies of sources) to make sure that anything taken from your notes is acknowledged in some combination of the ways listed below:</strong></td>
</tr>
<tr>
<td>• Mark <em>everything</em> that is someone else’s words with a big Q (for <em>quote</em>) or with big quotation marks</td>
<td>• In-text citation</td>
</tr>
<tr>
<td>• Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME)</td>
<td>• Footnotes</td>
</tr>
<tr>
<td>• Record all of the relevant documentation information in your notes</td>
<td>• Bibliography</td>
</tr>
<tr>
<td>• Taking, and interviewing</td>
<td>• Quotation marks</td>
</tr>
<tr>
<td>• Mark everything that is someone else’s words with a big Q (for <em>quote</em>) or with big quotation marks</td>
<td>• Indirect quotations</td>
</tr>
<tr>
<td>• Indicate in your notes which ideas are taken from sources (S) and which are your own insights (ME)</td>
<td></td>
</tr>
<tr>
<td>• Record all of the relevant documentation information in your notes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When paraphrasing and summarizing</strong></th>
<th><strong>Begin your summary with a statement giving credit to the source:</strong> According to Jonathan Kozol, ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• First, write your paraphrase and summary without looking at the original text, so you rely only on your memory.</td>
<td>• Put any <em>unique words or phrases</em> that you cannot change, or do not want to change, in quotation marks: ... “savage inequalities” exist throughout our educational system (Kozol).</td>
</tr>
<tr>
<td>• Next, check your version with the original for content, accuracy, and mistakenly borrowed phrases</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When quoting directly</strong></th>
<th><strong>Mention the person’s name either at the beginning of the quote, in the middle, or at the end</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keep the person’s name near the quote in your notes, and in your paper</td>
<td>• Put quotation marks around the text that you are quoting</td>
</tr>
<tr>
<td>• Select those direct quotes that make the most impact in your paper -- too many direct quotes may lessen your credibility and interfere with your style</td>
<td>• Indicate added phrases in brackets ([ ]) and omitted text with ellipses ( . . . )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>When quoting indirectly</strong></th>
<th><strong>Mention the person’s name either at the beginning of the information, or in the middle, or at that end</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Keep the person’s name near the text in your notes, and in your paper</td>
<td>• Double check to make sure that your words and sentence structures are different than the original text</td>
</tr>
<tr>
<td>• Rewrite the key ideas using different words and sentence structures than the original text</td>
<td></td>
</tr>
</tbody>
</table>
Sources used in creating this handout:


This page is located at http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html

Copyright ©1995-2004 by OWL at Purdue University and Purdue University. All rights reserved. Use of this site, including printing and distributing our handouts, constitutes acceptance of our terms and conditions of fair use, available at http://owl.english.purdue.edu/lab/fairuse.html.
PLEASE READ AND SIGN THE FOLLOWING STATEMENT
(Must be included in your midterm portfolio)

I, ________________________________________, certify that I have read and understand the ENTIRE syllabus including the guidelines concerning plagiarism. I will address any questions I have concerning information on the syllabus, including plagiarism, to the instructor BEFORE the due date of the exam/assignment.

_______________________________                         _______________
(Signature)                                              (Date)