

HIST 388: Burial and Ritual

Professor: Susan Schulze, Ph.D. sschulze@gmu.edu

OFFICE Hours: Thursdays 1-2pm rm 3206 Horizon Hall

The Honor Code at George Mason University: *To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this:* Student members of the George Mason University community pledge not to cheat, plagiarize, steal, and/or lie in matters related to academic work.

OBJECTIVES

- To gain an overview of the evolution of human burial practices.
- To equip the student to cultivate intellectual flexibility to place modern burial practices within historical perspective.
- To equip the student with tools necessary to read critically, to recognize valid analysis., and to utilize advanced scholarship effectively.
- To familiarize the student with interpretive methodology in scholarship
- To equip the student to understand how proper analytical compositions are accomplished.

The weekly schedule is as follows.

Week 1: Introduction

23 August

Week 2: The Periodization scheme and dating methods

30 August bi-weekly assignments begin

Week 3: Introduction to interpretive methodology

6 September

Week 4: Paleolithic Burials

13 September: bi-weekly assignment

Week 5: Paleolithic Burials

20 September

Week 6: Mesolithic Burials

27 September: bi-weekly assignment

Week 7: Neolithic burials

4 October: 3 page description of the topic selected for the paper is due

Week 8: Tuesday classes cancelled by the university

11 October: bi-weekly assignment

Week 9: Ancient Civilizations

18 October

Week 10: Ancient Civilizations

25 October: bi-weekly assignment

Week 11: The Classical Age

1 November: 5 page bibliographic essay on the sources for the investigation of the topic is due

Week 12: First Millennia CE: Eastern Hemisphere

8 November

Week 13: First Millennia CE: Western Hemisphere

15 November: 10 page draft due

Week 14: Thanksgiving Break

22 November

Week 15: 1000CE to 1500CE

29 November: final submission of 10 page paper due

Each week will be primarily lecture content. However, there will also be time set aside for demonstrating how to work with the articles and discussion. The article demonstrations focus upon the following: explaining how to find the thesis, statement of purpose, and analytical form in the articles assigned; and working on critical reading techniques. These skills are directed toward the production of your bibliographic essay and final paper.

There is a 10 page paper due

This task is broken into four stages of production: a 3 page description of your topic (50 points); a 5 page bibliographic essay of the sources used to investigate your topic (50 points); a 10 page draft (50 points); a final polished version of the 10 page paper (20 points).

There are 2 bi-weekly assignments due 5 times during the semester:

Description Questions (D?s) and tasks set for assigned articles (WkXs).

1. D?s (15 points)

Class sessions will open with 3 questions. Each question in the set is worth 5 points. If you miss the Tuesday class sessions then you miss the option to answer these questions.

A rubric for the content of a correct answer is in Bb. **Please familiarize yourself with the rubric. It is your tool to check your answers before you submit your completed work.**

These questions are designed to teach you one of the most fundamental components of analytical composition: how to interact with advanced scholarship for analytical composition.

2. WkX quizzess (24 points)

The Weekly Exercises (WkXs) are a set of 4-5 articles. The tasks are to identify the thesis, a statement of purpose, and the analytical form in each article. Each article in a WkX will be matched to a six point open note quiz in Bb. The student answers each article quiz at their own pace until the deadline (Sunday 11.59pm) or the submission links closure (Monday 11.59pm).

This assignment is designed to familiar you with proper critical reading skills and teach you how to recognize valid argumentation.

FORMATTING to submit completed work (i.e. your answers for the D?s).

Each student must write their answers by hand and submit them into Bb as jpegs , pdfs, or pngs.

Universal Rubric

- **All answers must be written in sentence form.**

Incomplete sentences, bullet-point and/or slashed constructions = 0.

- Fallacies: e.g. hypothetical constructs, contradiction, and hyperbolic assertions = 0
- Citation is required when using ideas or phrasing from the work of others. No recognition = 0

PLAGIARISM: To plagiarize is to copy and attempt to present as one's own the ideas, phrasing, and/or order of the work of someone other than one's self. The act of not presenting citation is the "attempt to present." For our purposes, name the author in your sentence.

FALSE CITATION is to present a citation to a source that is in fact not the actual source of the content in the composition. False citation is a particularly egregious form of plagiarism.

The DEADLINE for submitting all of the completed assignments (D?s and WkX quizzes) is each **Sunday 11.59pm**. I give a subsequent grace period, one day, to get the work in. On Monday at 11.59pm the submission portal and quizzes for the preceding week shut down. This ends the option on submitting that week's assignments. Nothing is accepted after the closure. It does not matter if you finished before the closure, the work will not be accepted. It does not matter if you were in the process of loading your work, the work will not be accepted. (Unless you have a valid reason that can be supported with documentation.)

The course is designed so that one or two missed assignments does not necessarily destroy a grade. Additionally, the course is built to provide immediate access to extra credit point streams that allow for the correction of a missed assignment or low grades. One extra credit point stream is to engage during class sessions. I ask questions as I work through the hour. These questions have points attached. If you answer during the session or lecture you can earn 1+ points per answer, 2 points when a student accurately cross references to a source we are working with: i.e. previous lectures, articles, and documentaries. Shouting out answers will not get points. Raised hands will be responded to after a delay. The delay will be provided so that students have time to access their notes for an answer. I will moderate my "calling" upon a student so as to maintain a fair distribution of points. Another extra credit stream will be questions attached to documentaries we will be viewing in class.

Attention: Students with a diagnosed learning pattern contact the Office of Disability Resources. Accommodations must be arranged through that office.

As to accommodations: it is the responsibility of the student to discuss with me their options regarding formatting and submitting work.

Absence policy: If a student misses the opportunity to attend a class session then they forfeit their option on the questions attached to the session. I do not email the questions unless I can confirm your attendance during the week. Forgetting the questions or losing the questions may occur. Then I will email them. However, late acquisition of the questions does not translate into an extension for completion.

There is one way to reopen an option on an assignment.

Medical and family emergencies that are documented can reopen the option on a closed assignment. In these cases, the student is responsible for contacting me. I collect the documentation that confirms the absence was valid. Please blacken out all personal information. All I need to see is your name, a date, and a professional indicator on the document.

Your final GRADE: your grade is based upon 400 points

The goal of the student is to collect points each week toward a personally chosen final goal.

The final grade is calculated by dividing the points accumulated by 400.

400 points is an A+

290 points is a C- $290 / 400 = .72$, a C-

1.00 A+ 400points

95-99 A

90-94 A-
87-89 B+
84-86 B
80-83 B- $325/400 = .81$ a B-
77-79 C+
74-76 C
70-73 C- $290/400 = .72$ a C-
60-69 D

THIS 10 POINT SCALE DOES NOT APPLY TO THE INDIVIDUAL ASSIGNMENTS.

Individual assignments are only points nothing more. Increasing your points on each assignment means you are acquiring the skills the assignment is designed to cultivate.

So, let's say your goal is a C-

There are 2 assignments ($15+24=39$) every other week in the semester ($2 \times 5=10$: $10 \times 39=390$ points), plus the four stages of the composition of your paper (170 points). This means there are 14 total assignments during the semester. $290/14 = 18.5$

One would need to get at least 19 points on each of the 14 assignments to reach the goal of a C- by the end of the semester.

Decide upon the grade you would like to have and do the math. YOU figure it out (not me). Look at the scale above. You figure out how many total points you need to get the grade you would like. Once you figure out goal then divide that goal by 35 to determine the points you need each week to get there.

One does not need perfect scores on everything to pass the course. OVER 500 points will be flowing during the semester. The goal is not perfection on all the answers for every assignment. The goal is **improvement** on your scores as the semester rolls along. The improvement in your scores indicates the acquisition of the objectives identified above.

Constructive engagement in class sessions is your life line for staying on track with your goals. This point stream is the "extra" credit that can compensate for missing a weekly deadline or a shortfall in your weekly scores.

RULES FOR COMPOSITION: generally and specifically

At the university level - Only scholarly sources are to be used. On-line or hardcopy reference materials (such as encyclopedias, biographical dictionaries, web-site quick references, textbooks, enthusiast sites, course materials from other universities, exam-prep summaries, etc.) are **not** acceptable as sources for research compositions.

At the university level - the citation of sources is expected. It is the case that a large proportion of what you write down is pulled from the work of other writers. You are borrowing something from somebody, it is polite to give credit where credit is due. To not acknowledge the source is to plagiarize.

Generally speaking, in your academic and professional career **to avoid plagiarism:**

Direct quotation is a verbatim transcription (a copy) of two or more words the author wrote. A direct quote **always** requires quotation marks and citation (check with your instructor about their preferred citation form). To alter one word of a quote transforms the quotation into a paraphrase (a lame paraphrase but a paraphrase nonetheless).

Paraphrased material always requires citation. To paraphrase something is to restate the ideas expressed in a set of

sentences written by the author of a source. In other words, to paraphrase is to quote indirectly. Therefore paraphrased material always requires citation, however does not require quotation marks.

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The instructor (Dr. Schulze) reserves the right to exercise her professional judgment to change any or all terms defined herein.