



### **HIS 301 Milestone Three Guidelines and Rubric**

The final project for this course is the creation of an 8–10-page research paper that will incorporate both primary (historical) sources and secondary (scholarly) sources. The primary goal of History 301 is for students to learn more about the cultures of Japan, China, India, and Africa, while examining the ways in which those cultures interacted with the Western world. You will take a closer look at this mission by focusing on a key event or time period in history during which a person, group, army, or explorer caused Eastern and Western ideas to come together. Topic suggestions for your paper can be found in the sections below. You may use one of those directly or as inspiration for a different topic.

**Prompt:** For Milestone Three, you will submit your rough draft. The rough draft should include as much of the completed paper as possible. All citations within the rough draft must be in Chicago-style footnotes with a bibliography on the final page.

#### **Suggested Topics**

Feel free to propose and develop your own idea (upon instructor approval) or to use one of the following:

- Influences of African kingdoms on the Greco-Roman empires
- A cultural comparison of explorers Zheng He and Christopher Columbus and their travels to the New World
- The observations of Marco Polo in his famous journey East
- The journey of Jesuit priests throughout Asia
  - A narrow topic might trace Jesuit priests specifically in India, China, or Japan and investigate the consequences of their arrival.
- Compare and contrast Japanese religious ideals in the sixteenth century: Shinto, Buddhism, and Catholicism.
- Akbar's Din-i-Ilahi (the Indian Emperor's "Divine Faith" built out of the beliefs of multiple Eastern and Western religions)
- Compare and contrast the Tang and Song dynasties of China with the Italian Renaissance through historical themes (art, science, technology, etc.).
- The Mughal Empire and the British Empire
  - A narrow topic might trace the cause of the British takeover of India, the implementation of British legal systems, the use of Indian Parsi and Sepoy in administering the British Empire, or the adoption of a parliamentary system following the Indian independence.
- The role of Western people and ideas during the Opium Wars or the Taiping Rebellion in China
- The European "Scramble for Africa"
  - A narrow topic might select a single African colony and investigate the changes that occurred under European imperialism.
- The development of a Japanese–German partnership during World War II
- The relationship between India and Japan following decolonization after World War II

For further instruction and guidance in completing your research, be sure to use the Guide to Research document found in Modules One and Three.

Specifically, the following critical elements must be addressed:

- Include an arguable **thesis statement**. The thesis statement should be well-phrased and set up the natural organization of the paper. The thesis statement should be included in the introduction paragraph of your paper. The thesis statement is the argument you are supporting throughout the paper with scholarly evidence.
- Place the chosen culture into a **historical context** through the inclusion of historical information regarding the country, religion, civilization, time period, dynasties or kingdoms, primary people involved, and any other relevant information.
- Your paper must compare **Western and Eastern elements** for the chosen topic, such as elements from Japan, China, India, Africa, or a combination of those AND an element (an explorer, an idea, a religion, an interaction, an empire, etc.) from Western civilization. Discussion of the comparative elements from the two regions should be throughout the paper to provide a comprehensive comparison.
- Analyze how members of your chosen topic react to ideas, institutions, and the cultural ideals during moments of **historical interaction**. Consider how the individuals or groups reacted to the exchange of ideas and how the interaction changed the civilization.
- You should analyze **scholarly evidence** to include in your paper that fully supports your thesis statement. You should include at least four primary sources and four secondary sources. Scholarly evidence can be included as specific examples, quotes, detail, events, or statistics to support the argument of the paper.
- **Conclude** with an analysis of the consequences of these interactions that considers how the cultural exchanges benefited both groups and are evident in the current day.

### Rubric

**Guidelines for Submission:** Your rough draft must be 5–6 pages in length (plus references) and must be written in Chicago-style format. Use double spacing, 12-point Times New Roman font, and one-inch margins. Include at least four scholarly and four primary sources cited in Chicago/Turabian format for citations and bibliography. In terms of secondary resource material, ensure that the sources you use are indeed reliable. No general websites should be used. Instead, select sources that are written by historians. Feel free to use the Guide to Research document found in Modules One and Three.

Critical Elements	Exemplary (100%)	Proficient (85%)	Needs Improvement (55%)	Not Evident (0%)	Value
<b>Thesis Statement</b>	Meets “Proficient” criteria, and the thesis statement sets up the natural organization of the paper	The thesis statement is arguable and explicitly stated in the introduction paragraph	The thesis statement is included, but it is not arguable or located in the introduction paragraph	Does not provide a thesis statement	15
<b>Historical Context</b>	Meets “Proficient” criteria and provides in-depth analysis to fully place the chosen culture within a specific historical context	Provides historical context for the chosen culture through inclusion of historical information	Provides historical context for the chosen culture, but does not include sufficient historical information	Does not provide historical context for the chosen culture	15

<b>Western and Eastern Elements</b>	Meets “Proficient” criteria and describes the elements with use of scholarly evidence to provide a comparison throughout the paper	Focuses on an element from Japan, China, India, Africa, or a combination of those; and includes an element (an explorer, an idea, a religion, an interaction, an empire, etc.) from Western civilization	Identifies an element Japan, China, India, Africa (and/or a combination of the options), but does not identify or explain and essential element of the countries being discussed from Western civilization	Does not include an element from Japan, China, India, or Africa and a Western civilization	15
<b>Historical Interaction</b>	Meets “Proficient” criteria and supports analysis with scholarly evidence	Analyzes how members of chosen topic react to ideas, institutions, and the cultural ideals during the moments of historical interactions	Analyzes how members of chosen topic react to ideas, institutions, and/or the cultural ideals during the moments of historical interactions, but there are gaps in the analysis	Does not analyze how members of chosen topic react to ideas, institutions, and the cultural ideals during the moment of historical interaction	15
<b>Scholarly Evidence</b>	Meets “Proficient” criteria, and the scholarly evidence is supported by necessary quotes from primary sources	Analyzes scholarly evidence to include evidence in the paper that supports the thesis statement	Analyzes scholarly evidence, but does not include evidence that supports the thesis statement	Does not analyze scholarly evidence or include scholarly evidence in the paper	15
<b>Conclusion</b>	Meets “Proficient” criteria and places the essay’s thesis into a larger historical discussion of the topic	Provides a conclusion that analyzes the consequences of the interactions that considers how the cultural exchanges benefited both groups and are evident in the current day	Provides a conclusion that analyzes the consequences of the interactions that considers how the cultural exchanges benefited both groups OR are evident in the current day	Does not provide a conclusion that analyzes the consequences of the interactions that considers how the cultural exchanges benefited both groups and are evident in the current day	15
<b>Articulation of Response</b>	Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format	Submission has no major errors related to citations, grammar, spelling, syntax, or organization	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas	10
<b>Earned Total</b>					<b>100%</b>