

Dr. Jeffrey T. Leigh, Ph.D.

**HIST101-02  
WORLD HISTORY I  
FALL 2022  
M, W 11:00-12:15**

**TEXTS:**

- **Traditions and Encounters, 7<sup>th</sup> Edition, Volume I, McGraw Hill, ISBN: 978-1-264-08809-6**
- **Readings posted on Canvas**

**OBJECTIVES:**

The goal of this course is to familiarize you with some of the major themes of human history to 1500 C.E. The course will take a comparative approach emphasizing the particular dynamics at work within and between cultures around the globe. Among the issues we will discuss are the following:

- The character of hunter/gatherer, agricultural, and nomadic societies,
- The origins, commonalities, and diversity of the world's religions and philosophies,
- The development of political thought and practice,
- Gender relations,
- Environmental degradation, and
- The importance of trade throughout human history.

In addition to achieving the fundamental benefit of an education in history—the perspective that comes from a personal understanding of people in other times and places—this course will focus on the nature of the historian's craft. To this end, we will complete readings from a textbook and documents posted on the Canvas class site. The textbook will provide orientation regarding the course's general themes and chronology. The documents on Canvas will provide excerpts from important writings, visual images, and latter-day historical works, thereby assisting the student to understand the nature of historical sources. Some of these documents will be in a debate-style format, which will provide important commentary on the meaning of history and the continuing relevance of historical debate. It is essential to understand that some historical opinions are simply wrong and thus it is important that you read these documents carefully before assuming their information or perspective to be true.

Because the course will consist of a thorough mixture of lecture and discussion, it is imperative that all readings be completed prior to the beginning of each day's class meeting. **It is an obvious blunder to wait until just before the exams to begin reading the assignments.** This method of study will result neither in superior exam performance nor allow for meaningful participation in the classroom.

## **COURSE OUTCOMES**

This course carries the following General Education Course Learning Outcomes: HP (Historical Perspectives) and GA (Global Awareness)

Each of the following HP learning outcomes will be evaluated through the writing of Electronic Preparatory Essays linked to each of the day's lessons and identified on that day's agenda. Each of the following GA learning outcomes will form the basis of individual essays that will appear on each exam.

### **Historical Perspectives:**

- Use primary sources such as religious scriptures, laws, letters, and speeches as evidence to answer questions about historical change before 1500 C.E.
- Secondary sources will be used as the basis for discussions on differences among interpretations of the past regarding major developments in world history.
- Analyze institutional and cultural changes in individual states/societies as peoples around the world sought to navigate the changes that occurred in their lives.

### **Global Awareness:**

- Identify the key forces or processes found within one or more cultures that are distinct from those found in predominantly English-speaking cultures. Given that nearly all the cultures that we will be studying in this course are non-English speaking, this will be a foundational aspect of this course.
- Analyze key forces or processes that contribute to global interconnectedness, and their implications. Given the period covered in this course, there is no global interconnectedness, but there are strong regional and hemispheric examples of cultural diffusion, which will be discussed during every week of the course.
- Demonstrate curiosity and empathetic insight about diverse cultural perspectives. Students will be exposed to a variety of perspectives both from the time periods that we study and from later scholars studying these times and places.

## **EVALUATIONS:**

<b>Electronic Preparatory Assignments:</b>	<b>30%</b>	<b>36 points</b>
<b>Participation:</b>	<b>20%</b>	<b>24 points</b>
<b>3 Examinations:</b>	<b>50% cumulatively</b>	<b>60 points</b>

Thirty percent of students' grades, or 36 points, will be based upon performance on **Electronic Preparatory Assignments**. For each class day, EPA questions will appear on that day's class agenda under the heading "EPA Essay Topics" and then the subheadings identifying which questions are a part of which HP learning outcome. During each third of the semester—before

the first exam, between the first and second exams, and between the second and final exams—students will turn in one essay for each of the three HP learning outcomes for a total of nine essays over the course of the semester. Given the differences in each day's class readings, all three HP options will not appear on any given day and so students will need to plan ahead in order to assure that they can complete all three essays. Each essay should be approximately 400-600 words with a distinct introduction ending in a thesis statement, one or more main body paragraphs, and a distinct conclusion. All essays must be completed and submitted through the Canvas sub-module by 3:00 of the day preceding the day of class during which we will discuss the topic of the essay. For instance, if you plan to write an EPA for Monday's class, send it to me by 3:00 Sunday afternoon. If you plan to write an EPA for Wednesday's class, send it to me by 3:00 Tuesday afternoon. If this presents a problem, let me know. EPA responses will be graded on a straight letter grade basis.

A fifth of students' grades will be based upon **participation**. The participation grade is designed for the purpose of recognizing the very important learning that goes on in the classroom, which might not fully appear in a student's written work. The participation grade reflects attendance and performance in the classroom. All students will receive no lower than a C for participation, if they attend all class periods. An unexcused absence earns an F. There are, of course, instances when an absence is unavoidable. In such cases, the instructor must be informed of the nature of the unavoidable absence, preferably in advance. Excused absences will be granted on a case-by-case basis. Participation grades higher than a C will be based upon active involvement in classroom discussions. Active involvement is defined as verbal participation in the classroom. Each class period, individual performance will be noted on the attendance roster. Final participation grades will be based upon the sum of these marks. One valuable comment will earn a student a B for that day. Two valuable comments will earn an A for that day. While the quality of participation is noted, student participation is not to be understood as an examination. It is not essential that students have a "polished" statement on the course materials or a "correct" answer to my questions in order to participate. Any reasonable and useful response will count. Additionally, student's own questions can count as participation if they benefit the class. Active involvement and interaction are the goals of this grading mechanism.

All three **exams** will consist of three essays corresponding to each of the three GA learning outcomes. The essays for GA 1 and GA2 will each be worth 8 points (each worth 40% of the exam) while the essay for GA 3 will be worth 4 points (20% of the exam). Possible GA prompts can be found in the Getting Started module on the Canvas Home page. Note that not all possible GA essay topics will appear on the exam. For GA1 and GA2 learning outcomes, on each exam, you will need to write one essay from a list that equals one more than half the total number of possible essay options, with odd numbers rounded up. In other words, if there are 3 GA1 possible essay prompts for an exam, then 2 will show up on the exam. You will then respond to 1 of the 2 prompts for your essay. This means that you will need to have prepared essays for 2 of the possible prompts to ensure that you are ready for a topic that appears on the exam. For GA3, you will need to reflect upon your essays for either GA1 or GA2 and show how the material that you learned is significant to subsequent historical developments and/or your life today. Your answers to each of the prompts should reflect a careful study of all of your relevant readings and class notes. Each exam will only cover materials from the preceding third of the course.

Students are also encouraged to consult with me frequently before or after class or during office hours on their progress.

Letter grades on assignments and the course correspond to the following point scale:

<b>Grade</b>	<b>Points on a 4-Point</b>
A	4
A-	3.66
B+	3.33
B	3
B-	2.66
C+	2.33
C	2
C-	1.66
D+	1.33
D	1
F	0

### **HOW TO CONTACT THE PROFESSOR**

**Office Hours:** Room CCC471, M, W 10:00-11:00 and by appointment

**E-mail:** [jleigh@uwsp.edu](mailto:jleigh@uwsp.edu)

### **STUDENTS WITH DISABILITIES**

Any student who needs an academic accommodation due to the impact of a disabling condition (including ADHD, learning disabilities, psychological and/or medical conditions, or temporary injury) should contact the Disability and Assistive Technology Center at 715-346-3365, [datctr@uwsp.edu](mailto:datctr@uwsp.edu), or [www.uwsp.edu/datc](http://www.uwsp.edu/datc) to determine reasonable accommodations. The DATC supports students and faculty in the notification and implementation of those accommodations, in accordance with the University's obligations under federal law and Board of Regents policy (see <https://www.uwsp.edu/datc/Pages/law-regent-policy.aspx>). Students can seek accommodations in a course at any time but are advised to do so early in the semester to ensure sufficient time to establish.

## **ACADEMIC DISHONESTY**

All conditions contained in the student handbook related to academic dishonesty will be in effect during the semester. It would behoove you to familiarize yourself with these conditions. Cheating will not be tolerated.

## **LAST DAY TO DROP THE CLASS**

This semester's deadline to drop classes without a 'W' is September 15. Last day to drop with a 'W' is November 11. See your academic advisor for procedures.

## **CHANGES TO THE SYLLABUS**

It is conceivable that necessary alterations to the syllabus will arise during the course of the semester. These will be communicated to the students with as much advance notice as possible.

## **SEMESTER SCHEDULE**

### **Traditions and Encounters (T&E)**

#### **Wk 1**

Sept 7: **ORIENTATION**

#### **Wk 2**

Sept 12: **PRE-HISTORY**

- T&E Ch 1
- Canvas: Introductory Materials and Braidwood

Sept 14: **MESOPOTAMIA**

- T&E Ch 2
- Canvas: *Gilgamesh*, Hammurabi, McNeill, Muller, and *Was Sumerian Civilization...*

#### **Wk 3**

Sept 19: **HEBREWS, PHOENICIANS, AND INDO-EUROPEANS**

- Canvas: *The Old Testament*, *The Anton Hymn and Psalm 104*, *Genesis and Enuma Elish*

Sept 21: **EGYPT AND AFRICA**

- T&E Ch 3
- Canvas: *Hymn to the Pharaoh*, Harkhuf, Lesko, *Egyptian Book of the Dead*, *Was Egyptian Civilization African?*

#### **Wk 4**

Sept 26: **EARLY SOCIETIES IN SOUTH ASIA**

- T&E Ch 4
- Canvas: Kenoyer, *Were the Aryans...*

Sept 28: **EARLY SOCIETY IN EAST ASIA**

- T&E Ch 5
- Canvas: Rawski

## Wk 5

- Oct 3: **EARLY SOCIETIES IN THE AMERICAS AND OCEANIA**
- T&E Ch 6
  - Canvas: *Popul Vuh, Was Mesoamerica's Olmec Civilization...*
- Oct 5: **THE EMPIRES OF PERSIA**
- T&E Ch 7
  - Canvas: *Kurash (Cyrus the Great)*
- Oct 6: **FIRST EXAM DUE by 11:59 pm**

## Wk 6

- Oct 10: **CHINA: FROM WARRING STATES TO MIGHTY EMPIRE**
- T&E Ch 8
  - Canvas: *The Analects, A Confucian Poem, Buddhist Song, Mencius, Han Fei Zi, Daoist Writings, Visual Sources, Smith*
- Oct 12: **STATE AND SOCIETY IN CLASSICAL INDIA**
- T&E Ch 9
  - Canvas: *The Lawbook of Manu, The Mahabharata, The Lawbook of Manu, The Book of Sermons, The Book of Later Instructions, The Life of Buddha, the Mahayana Tradition, Basham, Brown*

## Wk 7

- Oct 17: **MEDITERRANEAN SOCIETY: THE GREEK PHASE**
- T&E Ch 10, pages 184-197
  - Canvas: Homer, Xenophon, Thucydides, *Visual Sources*, Andrews, Martin
- Oct 19: **THE CULTURE OF HELLENIC AND HELLENISTIC GREECE**
- TEXT 10, pages 197-205
  - Canvas: Simonides, Sophocles, Plato, Hippocrates, Hooper, Plato, *Does Alexander...*

## Wk 8

- Oct 24: **MEDITERRANEAN SOCIETY: THE ROMAN PHASE**
- T&E Ch 11, pages 206-216
  - Canvas: Polybius, Diodorus, Pliny the Younger, *The Gospel According to Matthew*, St. Jerome, *Visual Sources*, Clark, Roebuck, Jones
- Oct 26: **THE CULTURE AND RELIGION OF THE ROMAN MEDITERRANEAN**
- T&E Ch 11, pages 216-226
  - Canvas: *Did Christianity...*

## Wk 9

Oct 31: **CROSS-CULTURAL EXCHANGES ON THE SILK ROADS AND THE COLLAPSE OF EMPIRES**

- T&E Ch 12

Nov 2: **EXAM PREP**

- No new readings

Nov 3: **SECOND EXAM DUE by 11:59 pm**

## Wk 10

Nov 7: **BYZANTIUM**

- T&E Ch 16
- Canvas: Ch 10 (The Institutes of Justinian, Robert Browning)
- Canvas: *The Institutes of Justinian*, Robert Browning, *The Nicene Creed*

Nov 9: **WESTERN EUROPEAN IN THE EARLY MIDDLE AGES,**

- Canvas: *Feudal Contracts and Obligations, Maps*, Pirenne, McNamara and Wemple

## Wk 11

Nov 14: **THE ADVENT OF ISLAM AND THE ARAB-ISLAMIC EMPIRES**

- T&E Ch 14
- Canvas: *The Quran*, Hasan al-Basri, Avicenna, Usamah Ibn-Munqidh, *Visual Sources*, Lapidus, Watt, Hourani, Brown

Nov 16: **CHINA AND JAPAN**

- T&E Ch 13
- Canvas: Wang Daokun, *The Lady Who Was a Beggar*, *Secret Societies in China*, Kitabatake, *Tales of Uji*, Ban Zhao, *Visual Sources*, Garnet, Ichisada, Mass, Snow

## Wk 12

Nov 21: **INDIA AND THE INDIAN OCEAN BASIN**

- T&E Ch 15
- Canvas: Muhammad Mujir Wajib Adib, Muhammad Baquir Khan, Barni, Guru Nanak, Nguyen Khac Vien, Zhou Dagan, *Visual Sources*, Spear, Eaton, Than Tun

Nov 23: **THANKSGIVING**

## Wk 13

Nov 28: **NOMADIC EMPIRES AND EURASIAN INTEGRATION**

- T&E Ch 17

- Canvas: al-Jahiz, Rubruck, Ahmed ibn Arabshah, Kritovoulos, *Visual Sources*, Halperin, Allsen, Rossabi, Hourani, Bosworth, *Was Mongol Leader Genghis Khan...*

Nov 30: **STATES AND SOCIETIES OF SUB-SAHARAN AFRICA**

- T&E Ch 18
- Canvas: Ibn Battuta, *Chronicles of an Ethiopian King*, Joao dos Santos, de Marees, McIntosh, Pikirayi

**Wk 14**

Dec 5: **WEST EUROPEAN TERRITORIAL EXPANSION AND CULTURAL DEVELOPMENT DURING THE HIGH MIDDLE AGES,**

- T&E Ch 19
- Canvas: Pope Gregory, Durham, Gratian, Pope Urban II, St. Francis, *Does the Modern University...*

Dec 7: **WORLDS APART; THE AMERICAS AND OCEANIA**

- T&E Ch 20
- Canvas: de Leon, Human Poma, del Castillo, Wilford, Nash, Ortiz

**Wk 15**

Dec 12: **PATTERNS AND CONSEQUENCES OF LONG-DISTANCE CONTACTS**

- T&E Ch 21
- Canvas: Boccaccio, The Goodman of Paris, Petrarch, Vergerio, de Pizan, Machiavelli, *Visual Sources*, Langer, Burckhardt, Burke, *Did Women Benefit...*

Dec 14: **FINAL DAY**

- No new readings

**FINAL EXAM**

**Dec 19 (Monday): 12:15 pm**

**TECHNOLOGY**

**Protecting your Data and Privacy**

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. <https://www.wisconsin.edu/dle/external-application-integration-requests/>

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

- Use different usernames and passwords for each service you use



- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

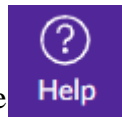
### Course Technology Requirements

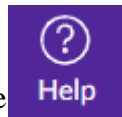
- View this website to see [minimum recommended computer and internet configurations for Canvas](#).
- You will also need access to the following tools to participate in this course.
  - o a stable internet connection (don't rely on cellular)

### UWSP Technology Support

- Visit with a [Student Technology Tutor](#)
- Seek assistance from the [IT Service Desk](#) (Formerly HELP Desk)
  - o IT Service Desk Phone: 715-346-4357 (HELP)
  - o IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

### Canvas Support



Click on the  button in the global (left) navigation menu and note the options that appear:

Support Options	Explanations
<a href="#">Ask Your Instructor a Question</a> Submit a question to your instructor	Use <b>Ask Your Instructor a Question</b> sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.
<a href="#">Chat with Canvas Support (Student)</a> Live Chat with Canvas Support 24x7!	<b>Chatting with Canvas Support (Student)</b> will initiate <i>text chat</i> with Canvas support. Response can be qualified with severity level.
<a href="#">Contact Canvas Support via email</a> Canvas support will email a response	<b>Contacting Canvas Support via email</b> will allow you to explain in detail or even upload a screenshot to show your particular difficulty.
<a href="#">Contact Canvas Support via phone</a> Find the phone number for your institution	Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.
<a href="#">Search the Canvas Guides</a> Find answers to common questions	<b>Searching the <a href="#">Canvas guides</a></b> connects you to documents that are searchable by issue. You may also search for <a href="#">Canvas video guides</a> .

<p><b>Submit a Feature Idea</b> Have an idea to improve Canvas?</p>	<p>If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this <b>Submit a Feature Idea</b> avenue.</p>
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*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

- Self-train on Canvas through the [Self-enrolling/paced Canvas training course](#)

## **PLAGIARISM AND CITATIONS**

### **Cheating, Plagiarism, and Academic Misconduct**

The University of Wisconsin is recognized around the world as one of the finest public university systems. To ensure that our graduates are capable of operating at the highest levels of business, government, and non-profit institutions, we enforce the highest ethical standards through our Academic Misconduct Policy, which can be found at: <http://folio.legis.state.wi.us>

Please note that all work in this class is to be in your own words. If you quote someone else's work, you are expected to cite the source.

Do not ask for or provide your fellow students assistance with their written work. It is a great idea to study with other students, but when it comes to writing your discussion and exam assignments, do not collaborate. Remember that either receiving or providing unapproved assistance is considered cheating. In the case that two essays are substantially alike, both students will be punished.

Do *not* go to an online encyclopedia or any other website and "cut and paste" your discussion or examination answers (or portions of your answers). This is plagiarism and will be punished on the first occasion.

All acts of cheating will result in a 0 for that assignment. Note that this is far more detrimental to your course grade than would be an F on that assignment (See the grading scales above). Multiple cases of cheating will involve greater penalties up to and including expulsion.

There are two simple rules of thumb for correct paraphrasing. The first is that you need to be careful not to claim someone else's words and ideas as your own. The second, however, is that there is no need to cite information that is widely known and should be considered to be common knowledge. Sometimes, it can be difficult to discern what should and should not be considered common knowledge. In general, a safe rule of thumb is that while general information may be considered common knowledge, judgments about the meaning of that information are the property of the original writer.

## **STUDENT HANDBOOK TOPICS**

### **Understand When You May Drop This Course**

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

### **Incomplete Policy**

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the issue faced by the student fits within the conditions determined by university policy.

### **Inform Your Instructor of Any Accommodations Needed**

If you have a documented disability and verification from the [Disability and Assistive Technology Center](#) and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student's responsibility to provide documentation of disability to Disability Services and meet with a Disability Services counselor to request special accommodation *before* classes start.

The Disability and Assistive Technology Center is located in 609 Albertson Hall and can be contacted by phone at (715) 346-3365 (Voice) (715) 346-3362 (TDD only) or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu).

### **Statement of Policy:**

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center in 609 ALB, or (715) 346-3365.*

### **Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### **UWSP Academic Honesty Policy & Procedures Student Academic Disciplinary Procedures**

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility

to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

### **Religious Beliefs**

Relief from any academic requirement due to religious beliefs will be accommodated according to UWS 22.03, with notification within the first three weeks of class.

## How to write an essay

**The Thesis Statement:** The most important part of any essay is the thesis statement. The thesis statement usually consists of a single sentence at the end of the first paragraph. Its objective is to tell the reader the purpose of the essay. In the case of an essay exam, it answers the exam question. When beginning an essay, make certain that you have a simple, clear thesis statement. Not only will this guide the reader through the essay, but it will also help you to organize your writing.

**Organization and Clarity:** The entire essay must be organized to support the thesis statement. The purpose of the first paragraph, the introduction, is to introduce your reader to the subject. The main body of your essay (often three paragraphs for an exam question) illustrates the thesis statement. In these paragraphs you develop the idea(s) that you introduced in the thesis sentence. Each paragraph must be clearly relevant to the thesis statement. This is most easily accomplished by including a topic sentence in each paragraph. The topic sentence functions in much the same way as the thesis sentence. It defines the paragraph and should make the connection between the paragraph and the thesis statement clear. Do not include material that is irrelevant to the thesis. Such material 'muddies' the paragraph with unnecessary information and takes the readers attention away from your purpose. Concentrate on clarity. Spelling, grammatical and syntactical mistakes also make the essay difficult to comprehend and therefore detract from its quality.

**Evidence:** Evidence is the information you present to support your thesis. Each paragraph must include sufficient evidence to show that you have a solid understanding of the assigned material and can relate it to the question. Factual mistakes and vague statements detract from an essay, but not nearly so detrimentally as analytical errors. Make certain that the evidence you present supports your thesis. As mentioned above, the inclusion of irrelevant details does not improve the essay.

The grading of all essays will be based on the criteria mentioned above. The essay must have a thesis statement, be logically and clearly organized and include sufficient information to support the thesis. The assignment of a letter grade will be based on how well you have fulfilled these requirements. In answering an essay question, the most important task is to answer the question. Do not make the mistake of 'data dumping,' simply throwing down all the information you know related to the topic. All information must be shown to be relevant. Spend a couple of minutes thinking about the question, write an outline, and then construct your essay with the question in mind. Refer to the question after you have written the essay so that you are certain that you have answered it.