List of spaces

**Cities**
Avignon, France
Babylon, Mesopotamia
Baalbek, Lebanon
Constantinople
Miletus

**Rivers, Forests, Seas, and Mountains**
Aegean Sea
Mount Etna
Sherwood Forest
Thames River
Tigris River

**Buildings**
Alhambra
Basilica of San Vitale
Bent Pyramid
Erechtheion
Treasury of Atreus
York Minster
Ziggurat of Ur

**Other**
Amphitheater at Epidaurus
Baths of Caracalla
Camino de Santiago
Roncevaux Pass
Assignment:
Each group must create an MLA-format annotated bibliography that collects, summarizes, and analyzes research you have done on your chosen premodern space. Each student is responsible for contributing four entries, each of which must include:
• an MLA-format citation
• 150-200 word summary & analysis of the source.

Goals:
• Perform research in the service of learning about a premodern space.
• Use library resources to conduct research for scholarly secondary sources.
• Differentiate between web and library resources.
• Practice MLA bibliographic citation.
• Summarize and analyze scholarly texts.
• Work in groups to further research goals.

Due: BbL by 12:30pm, Thursday 4/13. (one submission per group)

Points: 75

Document Formatting:
• Submit your group’s annotated bibliography in one document
• Use .doc, .docx, or .pdf format. (So, if you use .pages or GoogleDocs, please convert your document to a pdf before sending it to me.)
• Your document must be in a regular font sized 10-12 pt with 1” margins.
• Include all group members’ names.
• Bibliography entries must be in alphabetical order and correctly follow MLA format.

Below are examples of MLA citation format. (These examples are not annotated.) You can find more information about MLA bibliographic format at Purdue’s OWL.


Annotated Bibliography Research Hints:
The number and length of the entries for each person is low because I want you to focus on finding good scholarly sources. Use the library’s databases rather than a web search engine. Scholarly books and articles will be more informative and accurate than, say, travel websites. You may initially use an encyclopedia entry to give you basic, background information about your space, but you should aim to do more than reproduce information that easily found on, for instance, Wikipedia.

Rather than use web encyclopedias or travel websites to begin your research, the library provides to you very helpful scholarly encyclopedia databases online. Follow the “Encyclopedias & More” link on the ReSEARCH Station page. Then use the search boxes for these two encyclopedia databases:

- Gale Virtual Reference
- Oxford Reference Online

If you go to the “Articles & Databases by Subject” link on the ReSEARCH Station page, I suggest trying the following possible subjects from the drop-down menu:

- Anthropology
- Art & Art History
- English
- Geography
- History
- Philosophy
- Religious Studies

If you browse in the “Databases A-Z,” I suggest the following databases:

- Anthropology Plus
- AnthroSource
- Art Source
- Discovery
- GEOBASE
- JSTOR
- MLA International Bibliography
- Philosopher’s Index
- Project Muse

If you search for books in the library’s collection, use the “Books & media” tab. Look for “Oxford Handbook” or “Cambridge Handbook.” These series of books are a great starting place. Browse through the search results to see if there might be a title relevant to your chosen space.

Try out different resources and databases!

Try out a variety of search terms!

Share your search terms and strategies with your group members. That way, you’re not all retracing the same steps.
Premodern Space Project: Media Piece

Assignment:
The Media Piece is the culminating installment of the Premodern Space Project. For this part of the project your group will rely on your research to create a media piece that represents and responds to your chosen premodern space.

This media piece may take one of many different forms. (I have listed some suggestions below.) The piece you make should creatively and critically represent your chosen space for a contemporary audience. Think of the media piece as a chance for your group to get others interested in your chosen space, to tell a story about or show off what’s fascinating and important about it.

The media piece should provide a considered perspective about the space. True, it isn’t an essay with a thesis and supporting examples, but it needs to have a kind of main idea, something an audience will clearly take away with them. You can’t say everything about the space with the media piece, so you should think hard about what your media piece communicates about your chosen space.

The audience for your media piece may include some combination of the following people: me and your fellow HUMN220 classmates; other Chico State students, professors or administrators; and maybe even the public at large.

Goals:
• Demonstrate knowledge of chosen premodern space.
• Display creativity in responding to the premodern space.
• Consider applicability of contemporary media to premodern space.
• Engage the interest of a potentially diverse audience.

Due: on date of project presentation; either Tuesday 5/9, or Thursday 5/11

Points: 100

Media Piece Possibilities
• Art Object
• Electronic Device
• Web page (Blogger, Wordpress, Weebly, Wix, etc.)
• Manuscript
• Map
• Model
• Music recording
• Performance
• Podcast
• Social Media account (Facebook, Instagram, Pinterest, Snapchat, Twitter, Tumblr, etc.)
• Video
### Grading Rubric

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
<th>Fails</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coherence &amp; Applicability:</strong> How applicable is this media piece’s genre to the particular space? How clearly does the piece demonstrate a particular perspective or main idea? How well executed is the piece in terms of the conventions of its genre?</td>
<td></td>
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</tr>
<tr>
<td><strong>Accuracy:</strong> What form does “information” take in this media piece? How accurate is the information? How well does the piece reflect scholarly research?</td>
<td></td>
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<tr>
<td><strong>Interest:</strong> How novel is the media piece? How much “wow” factor does the piece have?</td>
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Premodern Space Project Presentation

Assignment:
The final piece of your work on the Premodern Space Project is a group presentation. This is an opportunity for your group to demonstrate two things:

1. what you have learned about your space during your research in producing the Annotated Bibliography
2. what you wanted to “say” about your chosen space by creating your Media Piece. Use your presentation to advance an interpretation of your space.

You can think of your presentation as a chance to teach your classmates about what is important and interesting about your chosen space. The best presentations provide an interpretation of a space.

Your group will have ten minutes total for your presentation:
Seven minutes for your presentation
Three minutes for your audience to ask follow-up questions

Pro tips:
Do tell an interesting narrative about your space.
Do not just read off facts or figures that we could get from Wikipedia.

Do be proud of your media piece, and talk about what you made with passion and insight.
Do not only describe what we can obviously see or hear; take us deeper.

Do be prepared by practicing on your own and communicating with your group members.
Do not leave presentation preparation to the last minute. (At that point it’s no longer called “preparation.”)

Do use all of your 7 minutes.
Do not go over your 7 minutes. (We don’t have space for groups to go over, and I’ll have to cut you off.)

Do speak clearly and loudly.
Do not make it difficult for your audience to understand your point.

Do use visual aids—slideshows, props, food, etc.
Do not read directly from your visual aid or stare at it rather than your audience.

Do answer questions as best you can.
Do not just say “I don’t know.”

Due: 5/9 or 5/11 (see sign-up sheet)

Points: 75
## Presentation Grading Rubric

<table>
<thead>
<tr>
<th>FACTORS &amp; NOTES</th>
<th>EXCELLENT</th>
<th>EFFECTIVE</th>
<th>ADEQUATE</th>
<th>UNACCEPTABLE</th>
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<tbody>
<tr>
<td></td>
<td>Excellent or very high level of achievement</td>
<td>Good or better, above average level of achievement</td>
<td>Proficient or average level of achievement</td>
<td>Below adequate or average level of achievement</td>
</tr>
<tr>
<td>Organization: clearly &amp; logically structured; uses allotted time effectively</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>Content: informative, accurate, provides an interpretation</td>
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<td>Delivery: engaging &amp; polished; it’s clear the group has practiced</td>
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<tr>
<td>Response to Questions: honest, insightful, poised</td>
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