

**SUL ROSS STATE UNIVERSITY**  
**Fall 2015**

Matthew G. Marsh  
HIST 2301 Sec 001  
T 6:00 - 8:50pm  
MAB 302

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**WORLD HISTORY to 1500**

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**Course Description:** *World History to 1500 (3-0)*. A survey of world history from the ancient world until the end of the 15<sup>th</sup> century. Coverage will have an emphasis on non-western civilizations such as Mesopotamia, India, Iran, China, Byzantium, Al-Andalus and the Steppe World.

**Required Texts:** *Western Civilization: A Global and Comparative Approach*. Vol. I To 1715. Kenneth L. Campbell. London: Routledge, 2012. ISBN 978-0-7656-2253-2  
*The New Penguin Atlas of Ancient History*. Rev. Ed. Colin McEvedy. London: Penguin Books Ltd., 2002. ISBN: 978-0140513486  
*The New Penguin Atlas of Medieval History*. Rev. Ed. Colin McEvedy. London: Penguin Books Ltd., 1992. ISBN: 978-0140512496  
*The Epic of Gilgamesh*. 2<sup>nd</sup> Ed. Danny P. Jackson. Mundelein, IL: Bolchazy-Carducci Publishers, 1997. ISBN: 978-0865163522

**Assignments:** Examinations (4)  
Map/Reading Quizzes (10)  
Critical Book Reviews (2)  
Research Report (1)  
Discussion Boards (12)  
Attendance & Participation

**Program Learning Outcomes:**

**The graduating student with a B. A. in History will:**

1. Develop an informed, critical and articulate approach to the study of history.
2. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
3. Demonstrate an ability to identify and relate the role that historical interpretation plays in assessments of the past.
4. Write effectively, logically and persuasively about topics in history.

PLO's will be assessed as follows:

Examinations (4) will assess PLOs 1-4  
Map/Reading Quizzes will assess PLOs 2-3  
Discussion Board Postings will assess PLOs 1,2 & 4  
Research Report will assess PLOs 2-4.  
Critical Book Reviews will assess PLOs 1-4

**Student Learning Outcomes:**

Students who complete HIST 2301 with a grade of "C" or higher will be able:

1. To trace the historical development of ancient and mediaeval civilizations including, but not limited to, the following: Sumer & Akkad, Ancient Near East, Persian Empire, Ancient India, Ancient China, Greece & the Hellenistic World, Roman Empire, Sasanian Persia, Byzantine Empire, Rise of Islam, Al-Andalus, Mediaeval Europe, Crusades, Mongol Dominion through political, economic, socio-cultural developments.
2. To chart long-term historical & political trends in the World History to 1453.
3. To demonstrate knowledge of key historical events, movements and

- personalities in the World History up to 1453.
4. Understand the role that historical interpretation plays in the assessment of the past, be able to identify and critique various/differing interpretations of the past.
  5. Demonstrate knowledge of the historical and political geography as related to the topics of World History up through 1453.
  6. The development of critical thinking and writing skills through essay test questions, a research report and critical book reviews.

**TExES Standards:** Students seeking teacher certification in the History and Social Studies 7-12 areas will cover the following standards, domains and competencies in this course.  
History 7-12: Standards II, IV, V & IX  
Social Studies 7-12: Standards II, IV, V & IX

**Course Requirements:** **Academic Honesty** - Per the University's policy on academic honesty the in the Student Handbook - University's Policy and Procedures section students are expected to use the highest standards in their academic pursuits and behave in a manner that is beyond reproach. **ACADEMIC DISHONESTY WILL NOT BE TOLERATED IN THIS CLASS.** Any student caught cheating on a quiz will receive an "F" for the quiz and will not be allowed to retake it. Any student caught cheating on exam will receive an "F" for the exam, may fail the course and may face additional disciplinary action by the Dean of Students. Any student who plagiarizes another authors work on a report or book review will receive an "F" for the paper, **WILL FAIL** the course and may face additional disciplinary action by the Dean of Students.

**A. D. A. Statement:** Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. It is the students responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact:

**Mary Schwartz, Counseling and Accessibility Services**, Ferguson Hall 112.  
Mailing Address: P. O. Box C-171; Alpine, TX 79832 Phone: (432) 837-8203.  
If you have an accessibility letter from the C. A. S it is your responsibility to ensure that the instructor has received a copy of it so your specific accommodations can be met.

**Appealing the Final Grade:** Students wishing to appeal a course grade should first start with the instructor and if not satisfied follow the Behavioral & Social Sciences chain of command: Instructor, Chair, Dean of Arts & Sciences, Vice President of Academic Affairs, President.

**Attendance** - Yes, you are expected to attend class. Per SRSU requirements attendance will be taken at the beginning of each class. Students with more than six unexplained absences can be dropped from the course with a grade of "F". If you come into class late it is **YOUR** responsibility to ensure that the instructor has counted you here. Students more than 25 minutes late will be counted absent.

**Classroom Conduct:** Per the Student Handbook "students are expected to conduct themselves in a manner consistent with the University's function as an educational institution." Treat others with courtesy and respect. Students talking over others, using persistent profane or vulgar language or other wise disrupting the class may be dismissed from the class.

**Cell Phone Policy:** Turn all electronic devices (including but not limited to cell phones, iPads, Kindle, laptops or Nook's) to silent and put them away. Use of electronic devices during the class is strictly prohibited and anyone who uses an electronic device may be asked to leave the class. **YES, THIS REFERS TO TRYING TO HIDE & USE YOUR CELL PHONE UNDER THE DESK.**

**Contacting the Instructor:** My office telephone number and e-mail are included for emergency situations. E-mail is the preferred method of communication. Please use the following format for any e-mail communications: YOUR NAME: HIST 2301-Subject of E-mail.

**Late Assignments:** Assignments turned in late will lose 10% off their maximum grade each day the assignment is late. After 4 days you will receive a grade of “F”.

**Make Up Quiz & Exam Policy:** Make up exams will only be given because of documented emergency situations such as severe/extreme medical conditions for yourself or a dependent, or in the case of a death in the immediate family. Students who have this type of problem must either contact the instructor by e-mail or phone prior to the date of the exam OR bring in a validated excuse upon their first day back in the course. Any student may retake a maximum of two missed quizzes on the day of the final exam without explanation. Further make up quizzes will only be given if more than two quizzes have been missed because a documented emergency situation as noted above. Please note that make up exam and quizzes will not be the same as the ones given in class.

**On Writing Well:** The members of the history faculty believe that it is important that students be encouraged to write well in classes other than English. To that end each examination will contain essay questions, a research report, and two critical book reviews will be required. Points may be deducted from your grade for the overall quality of the essay, reflection or paper, including spelling and grammatical errors. (HINT: **Use Spelling & Grammar Check**).

**Writing Tutoring:** Students needing assistance with writing are **strongly** urged to use the services of the Languages & Literature Writing Lab located in MAB 102. Writing tutors are available for assistance M-F 8:00-12:00 and 1:00-5:00. Please note that while the writing tutors can help you with grammar, structure, formatting and citations they will not write assignments for you nor are they editors. Further assistance may be found in the Academic Centre for Excellence located in FERG 214.

**Student  
Responsibilities:**

You are responsible for attending all lectures, taking notes and completing the readings.  
You are responsible for getting notes from a missed class from a classmate.  
You are responsible for turning in assignments on time.  
You are responsible for being in class to take quizzes and exams  
You are responsible for verifying your enrollment in or withdrawal from the course. If you quit the class, but your name still appears on the Banner gradesheet at the end of the semester you will receive an “F” for the course.

**Instructor  
Responsibilities:**

Mr. Marsh will know the course content; explain relevant concepts and principles; facilitate class participation; hold office hours; treat students fairly and with respect; and create a positive learning environment.  
Mr. Marsh will field any question on the course content  
Mr. Marsh will return assignments in a reasonable amount of time.  
Mr. Marsh will hold office hours and answer student e-mails on the course.

**Course Assignments:**

**Exams:** There will be four examinations for this class based on readings, lectures and

class discussion. Exams will consist of multiple choice, true/false, short answer and essay questions. Examinations are not cumulative.

**Map/Reading Quizzes:** Reading the text and knowledge of the geography are a critical part of understanding the material and successfully completing the course. Each Wednesday you will take a 15 to 20 question quiz on the readings for the week and over the political geography of the civilization being studied. Reading questions on the quiz may be multiple choice, matching, true/false, or combination thereof at the discretion of the instructor. Map Questions on the quizzes will be either matching, fill in the blank, drawing of boundaries, or a combination thereof at the discretion of the instructor

**Gilgamesh Readings & Discussion Boards:** We will be reading the ancient Babylonian Epic *Gilgamesh* over the course the semester. Each week you will be required to read a chapter from the Jackson edition of *Gilgamesh*, post your answers to the questions over the reading to the Blackboard Discussion Board and respond to at least two other posts. (*See Appendix I for Complete Details.*)

**Research Report:** Each student will complete a two page report on a major historian who lived and wrote during the period of World History covered, up to 1453. Report will include details on their life, what they wrote and how much of their writing has survived. There will be a library instruction session to familiarize you with the research tools available in the Bryan Wildenthal Memorial Library. (*See Appendix II for Complete Details.*)

**Critical Book Reviews (2):** Each student will complete two critical book reviews during the course of the semester. The first review will be on a book covering one of the civilisations covered in the course. For the first review students must choose from one of the books picked by the instructor. The second will be on a biography of a key figure in World History up to 1453. (*See Appendix III & IV for complete details.*)

**Attendance & Participation:** You are expected to attend, pay attention and actively participate in the course. This means completing the assigned readings, assignments, asking questions and participating in discussions.

**Extra Credit:** Students who attend a Lobo Literati League meeting will receive 10 points of extra credit with documented proof from Dr. Stein. Other extra credit opportunities during the semester will be noted by the instructor. Maximum of 30 points extra credit.

<b><u>Grading Breakdown:</u></b>	4 Examinations x 100pts	= 400 points
	10 Map/Reading Quizzes x 20 pts	= 200 points
	Critical Book Reviews (2)	= 200 points
	Gilgamesh Discussion Board	= 150 points
	Research Report	= 100 points
	Attendance/Participation	= 50 points
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	Total Possible Points	= 1000

<b><u>Grade System:</u></b>	A = 1000 - 900
	B = 899 - 800
	C = 799 - 700
	D = 699 - 600
	F = 599 - 0 points

## **Schedule of Lectures & Readings**

### **Week I (25 August)**

Lecture: Syllabus, Introduction to course, Book Review's 101, Rise of Civilizations, Mesopotamia and the Near East.

Textbook:

McEvedy - *Ancient History*: announced in class

*Gilgamesh*: Prologue

### **Week II (1 September)**

Lecture: *Library Instruction Session 6:00-7:15pm*; Near Eastern Civilizations of the 2<sup>nd</sup> Millennium;

Textbook:

*Gilgamesh*: Book I

Research Report: Choice of Historian Due

Book Reviews: Choice of Civilization Book and Biography Due

### **Week III (8 September)**

Lecture: Dark Age of Ancient History; Ancient India, Chinese States

Textbook:

McEvedy - *Ancient History*: announced in class

*Gilgamesh*: Book II

Sources for Research Report Due

Quiz #1

### **Week IV (15 September)**

Lecture: Assyrian & Neo-Babylonian Empires, Achaemenid Persia, Steppe Civilizations.

Textbook:

McEvedy - *Ancient History*: announced in class

*Gilgamesh*: Book III

Quiz # 2

### **Week V (22 September)**

Lecture: Classical Greece, Peloponnesian War, Iskander,

Textbook:

McEvedy - *Ancient History*: announced in class

*Gilgamesh*: Book IV

Quiz # 3

### **Week VI (29 September)**

Lecture: Diadochi Kingdoms; Mauryan India, Qin China & Celtic Europe

Textbook:

McEvedy - *Ancient History*: announced in class

*Gilgamesh*: Book V

Research Report Due

Exam #1

### **Week VII (6 October)**

Lecture: Carthage & Rise of Rome; Rome & the Greek Near East; Parthian Empire;

Textbook:

McEvedy - *Ancient History*: announced in class

*Gilgamesh*: Book VI

Quiz # 4

### **Week VIII (13 October)**

Lecture: Rome - Expansion & Early Empire; Han China; Gupta India; Pax Romana;

Textbook:

McEvedy - *Ancient History*: announced in class

*Gilgamesh*: Book VII

Quiz # 5

**Week IX (20 October)**

Lecture: Crises of the 3<sup>rd</sup> Century Roman Empire; Rise of Sasanian Persia; Northern & Southern Period in China; Early Byzantine Empire;

Textbook:

McEvedy - *Ancient History*: announced in class

*Gilgamesh*: Book VIII

Quiz # 6

**Week X (27 October)**

Lecture: Fall of the West; Byzantine Empire-Justinian to Heraklios; Sasanian Empire; Tang China.

Textbook:

McEvedy - *Medieval History*: announced in class

*Gilgamesh*: Book IX

Book Review #1 Due

Exam # 2

**Week XI (3 November)**

Lecture: Rise of Islam; Middle Byzantine Empire; Kievan Rus; Al-Andalus to 1086; Western European Developments; Islamic Near East; Crusades pt. 1

Textbook:

McEvedy - *Medieval History*: announced in class

*Gilgamesh*: Book X

Quiz # 7

**Week XII (10 November)**

Lecture: Plantagenet Empire; Crusades pt. 2; Al-Andalus to 13<sup>th</sup> Cen.;

Textbook:

McEvedy - *Medieval History*: announced in class

*Gilgamesh*: Book XI

Quiz # 8

**Week XIII (17 November)**

Lecture: Late Byzantine Empire to 1282; Song China; Genghis Khan & Rise of the Mongols.

Textbook:

McEvedy - *Medieval History*: announced in class

Exam # 3

**Week XIV (24 November)**

Lecture: Breakup of the Mongolian State; Ming China; Late Byzantine Empire 14<sup>th</sup> Cen.; Al-Andalus in 14<sup>th</sup> Cen.

Textbook:

McEvedy - *Medieval History*: announced in class

Quiz #9

Book Review #2 Due

**Week XIV (1 December)**

Lecture: Hundred-Years War; Black Death; Fall of Byzantium; Fall of Al-Andalus; Columbian Exchange & the Beginning of the Modern World

Textbook: None

McEvedy - *Medieval History*: announced in class

Quiz # 10

**Week XV (8 December)**

Final Exam

**Note: Lectures and Readings are tentative and may be changed at the discretion of the Instructor**

## Appendix I: Gilgamesh Readings & Discussion Board

### **I: Learning Objective**

The *Gilgamesh* readings are designed to expose students to the literature of the Ancient World, highlight the socio-political differences between the 21<sup>st</sup> centuries B. C. and A. D., and promote critical thinking. The Discussion Boards are designed to build knowledge and skills related to the study of history including but not limited to: historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English.

### **II. Directions**

Each week you will read a chapter from the Danny Jackson version of *Gilgamesh* averaging 4-6 pages in length. Questions for each weeks reading shall be posted on the Blackboard Discussion Board for you to respond to. Comments must be a minimum of one paragraph in length. After posting your own comments you will also need to read and comment on **at least** two other student postings as well. Comments of one or two word banal responses will earn you an automatic “**F**” for that week’s discussion board.

### **III. Format**

Sample Question: In Book I - what type of ruler does the reading depict Gilgamesh to be, how do the citizens of Uruk view Gilgamesh? How common do you think the form of government in Uruk would be in this period of history?

Answer: Write your answer using complete sentences and be sure to use spell check and grammar check BEFORE posting. Points will be deducted for spelling and grammar mistakes. Each answer needs to be a least a paragraph long.

### **IV. Gilgamesh Discussion Board Grade Sheet**

<b>Name:</b>	<b>Chapter #:</b>
<b>Number of Comments:</b>	<b>Grade:</b>

- 1) Completion (5pts)
  - a) Student has answered all questions for the week (2.5pts)
  - b) Student has commented on two other students posts (2.5pts)
- 2) Content (5pts)
  - a) Student shows evidence of reading the selection for the week (2.5pts)
  - b) Answers to the week’s questions shows critical thinking (2.5pts)
- 3) Technical (2.5pts)
  - a) No spellings errors (1.5pts)
  - b) No grammar errors (1pt)

## Appendix II: Research Report

## I: Learning Objective

The research report is designed to build knowledge and skills related to the study of history including but not limited to: knowledge of historical writers, interpretation and synthesis, reading comprehension, critical thinking, research skills, time management and writing in standard English.

## II. Directions

- After choosing from the list below, each student will write a research report on a historian of the ancient or mediaeval world.
- Use the available print & electronic library resources to research their life, writings, impact and what of their work has survived.
- You will then write a brief 2 page report (not counting title page & bibliography) documenting your findings.
- There must be a minimum of three sources used and only approved online resources may be used. **WIKIPEDIA IS NOT A HISTORICAL SOURCE.**
- Your Reports will be submitted using the *Safe Assign* submission function. *Safe Assign* will analyze your papers for plagiarism and submit a report to the instructor detailing what percentage of the paper (if any) comes from un-cited sources or other students papers.

## III. Format

Turabian format and footnote citation must be used. All pages to be double spaced and 12 pt Time New Roman or Cambria font.

Title Page: Must include original title, name and date centered on page

Main Text: Must include an introduction and conclusion. All source citations whether direct or paraphrase must be cited in footnotes. Page numbers in upper right corner. Conclusion must begin with "In conclusion."

Bibliography: Minimum of 3 sources. Hard copy or EBSCO E-Books/Articles only. Only one encyclopedia allowed. **UNAPPROVED ONLINE SOURCES, SUCH AS WIKIPEDIA, ARE PROHIBITED.**

## IV. Approved Historians

Herodotus, Thucydides, Xenophon, Julius Caesar, Suetonius, Tacitus, Arrian, Sima Qian, Dio Cassius, Herodian, Eusebius, Ammianus Marcellinus, Zosimus, John Malalas, Procopius, al-Baladhuri, al-Tabari, Ghevond, Theophanes, Michael Psellos, Anna Komnene, Michael Rabo (the Syrian), Zonaras

## IV. Stages of Development

Tuesday 1 September - Choice of Historian Due

Tuesday 8 September - Bibliography of Sources Due. (25 points)

Tuesday 29 September - Research Report Due. (75 points)

## V. Research Report Grade Sheet

<b>Name:</b>	<b>Historian:</b>
<b>Number of Sources:</b>	<b>Grade:</b>

### 1) Preliminary Matter

A) List of Sources Turned In (25 points - 5 off each day late) \_\_\_\_\_

B) Loss of 10 points for excessive spelling and grammar errors (10+) \_\_\_\_\_

C) Loss of 10 points for:

1) Papers without an original title

2) Papers without typed page numbers in upper right corner.

3) Papers in a font other than Times New Roman or Cambria.

4) Papers not using footnotes



2) Substance of the Research Paper

A) Introduction (5 points) \_\_\_\_\_

B) Comprehension (Total of 60 Points) \_\_\_\_\_

- 1) Shows knowledge of historian's life (30 points)
- 2) Knows and discusses all major works by the historian (10 points)
- 3) Uses sources to support all historical statements (10 points)
- 4) Shows ability to offer synthesis of historical material (10 points)

C) Conclusion (Total of 10 Points) \_\_\_\_\_

- 1) Begins with "In Conclusion" (5 points)
- 2) Effective restatement of paper's topic. (10 points)

### Appendix III: Books for Critical Reviews

#### Civilization Book Choices

- Babylonians*. Peoples of the Past Vol. I. H. W. F. Saggs. Norman, OK: University of Oklahoma Press, 1995.
- The Egyptians*. Alan Gardiner. London: The Folio Society, 1999.
- The Hittites*. O. R. Gurney. London: The Folio Society, 1999.
- The Canaanites*. Peoples of the Past Vol. II. Jonathon Tubb. Norman, OK: University of Oklahoma Press, 1998.
- The Sea Peoples: Warriors of the Ancient Mediterranean*. N. K. Sandar. London: Thames & Hudson, Ltd., 1978.
- The History of Ancient Israel*. Michael Grant. New York: History Book Club, 2002.
- Phoenicians*. Peoples of the Past Vol. III. Glenn Markoe. Berkeley, CA: University of California Press, 2000.
- The Ancient Greeks*. Chester G. Starr. New York: Oxford University Press, 1971.
- A History of the Neo-Babylonian Empire*. Elizabeth Von Voigtlander. Ann Arbor, MI: University Microfilms, Inc., 1964.
- The Persians*. J. M. Cook. London: The Folio Society, 1999.
- Shadows in the Desert: Ancient Persia at War*. Kaveh Farrokh. Oxford, UK: Osprey Publishing, Inc., 2007.
- Individual and Community: The Rise of the Polis 800-500 B.C.* Chester G. Starr. Oxford, UK: Oxford University Press, 1986.
- The Ancient Celts*. Barry W. Cunliffe. Oxford, UK: Oxford University Press, 1997.
- From Alexander to Cleopatra: The Hellenistic World*. Michael Grant. New York: Charles Scribner's Sons, 1982.
- A Political History of Parthia*. Neilson G. Debevoise. Chicago, Ill: University of Chicago Press, 1938.
- Carthage*. Revised Edition. B. H. Warmington. New York: Frederik A. Praeger Publishers, 1969.
- The Roman Republic*. Michael Crawford. Cambridge, MA: Harvard University Press, 1978.
- The Establishment of the Han Empire and Imperial China*. Greenwood Guides to Historical Events of the Ancient World. Grant Hardy and Anne Behnke Kinney. Westport, CT: Greenwood Press, 2005.
- The Roman Empire 32BC - AD 476: A Study in Survival*. Chester G. Starr. Oxford, UK: Oxford University Press, 1982.
- The Roman Empire*. John Wachter. London: J. M. Dent & Sons LTD., 1987.
- Sasanian Iran (224-651 CE): Portrait of a Late Antique Empire*. Touraj Daryaee. Costa Mesa, CA: Mazda Publishers, Inc., 2008.
- A Concise History of the Byzantine Empire*. Warren Treadgold. Basingstoke, UK: Palgrave, 2001.
- The Imperial Guptas and their Times, cir AD 300-550*. S. K. Maity. New Delhi: Munshiram Manoharlaf Publishers Pvt. Ltd., 1975.
- The Goths*. The Peoples of Europe. Peter J. Heather. Oxford, UK: Blackwell Publishers, 1996.
- Burgundians in the Mist*. Marc Comtois. Providence, RI: CreateSpace Independent Publishing, 2011.
- Attila the Hun: Barbarian Terror and the Fall of the Roman Empire*. Christopher Kelly. Toronto: McArthur & Company, 2008.
- The Fall of the Roman Empire and the End of Civilization*. B. Ward-Perkins. Oxford, UK: Oxford University Press, 2004.
- The Sui Dynasty: The Unification of China, A.D. 581-617*. Arthur F. Wright. New York: Alfred A. Knopf, 1978.
- The War of the Three Gods: Romans, Persians and the Rise of Islam*. Peter Crawford. New York: Skyhorse Publishing, 2014.
- Muslim Spain and Portugal: A Political History of al-Andalus*. Hugh Kennedy. London: Longman, 1996.
- Moorish Spain*. Richard Fletcher. New York: Henry Holt & Company, 1992.
- Byzantium and Bulgaria*. Robert Browning. Berkeley, CA: University of California, 1976.
- The Vikings and their Age*. Angus A. Somerville and R. Andrew McDonald. Toronto: University of Toronto Press, 2013.
- Sacred Violence: the European Crusades to the Middle East 1095-1396*. Jill N. Claster. Toronto: University of Toronto Press, 2009.
- The Byzantine Empire, 1025-1204: A Political History*. 2<sup>nd</sup> Edition. Michael Angold. London: Longman, 1997.
- Gascony, England's First Colony 1204-1453*. Margaret Wade Labarge. London: H. Hamilton, 1980.
- The Crisis of Medieval Russia: 1200-1304*. John Fennell. London: Longman, 1983.
- The Mongols*. Peoples of Europe. David Morgan. Oxford, UK: Blackwell Publishers, 1986.
- The Secret History of the Mongol Queens*. Jack Weatherford.

## **Biography Book Choices**

- Hammurabi of Babylon.* Dominique Charpin. London: I. B. Tauris, 2012.
- Pharaoh Triumphant: The Life and Times of Ramesses II.* K. A. Kitchen. Cairo, EG: The American University in Cairo, 1990.
- Images of Nebuchadnezzar: The Emergence of a Legend.* 2<sup>nd</sup> Ed. Ronald H. Sack. Selinsgrove: Susquehanna University Press, 2004.
- Aristotle: Dean of Science.* Glanville Downey. New York: Franklin Watts, 1962.
- The Extraordinary Voyage of Pytheas the Greek -* Barry Cunliffe. New York: Walker & Co, 2001 & 2002.
- Alexander the Great and his Empire: A Short Introduction.* Pierre Briant & Amélie Kuhrt. Princeton: Princeton University Press, 2010.
- Seleukos Nikator: Constructing a Hellenistic Kingdom.* John Grainger. London: Routledge, 1990.
- Asoka Maurya.* B. G. Gokhale. New York: Twayne Publishers, Inc., 1966.
- The First Emperor of China.* Jonathan Clements. Chalford, UK: Sutton Publishing, 2007.
- Mithridates the Great: Rome's Indomitable Enemy.* Philip Matyszak. Barnsley, UK: Pen & Sword Books, Ltd., 2008.
- Caligula.* Arther Ferrill. London: Thames & Hudson, 1991.
- Nero: Reality and Legend.* B. H. Warmington. New York: W. W. Norton & Company, Inc., 1969.
- Diocletian & the Roman Recovery.* Stephen Williams. New York: Methuen Inc, 1985.
- The Emperor Constantine.* Lancaster Pamphlets. Hans Pohlsander. London: Routledge, 1996.
- The Saint that would be Santa Claus: The True Life and Trials of Nicholas of Myra.* A. C. English. Waco: Baylor University Press, 2012.
- The Emperor Julian.* Constance Head. Boston, MA: Twayne Publishers, 1976.
- Samudra Gupta: Life and Times.* B. G. Gokhale. London: Asia Publishing House, 1962.
- Theodosius: The Empire at Bay.* Stephen Williams & Gerald Friell. New Haven, CT: Yale University Press, 1994.
- The Discovery of King Arthur.* Geoffrey Ashe. London: Guild Publishing, 1985.
- Justinian.* John Moorhead. London: Longman, 1994.
- The Empress Theodora: Partner of Justinian.* James Allan Evans. Austin: University of Texas Press, 2002.
- Belisarius: The Last Roman General.* Ian Hughes. Yardley, PE: Westholme Publishing, 2009.
- Son of Heaven: A Biography of Li Shih-Min.* C. P. Fitzgerald. Cambridge, UK: Cambridge University Press, 1933 & 2015.
- Mu 'awiya ibn Abi Sufyan: From Arabia to Empire.* R. Stephen Humphries. Oxford, UK: Oneworld Publications, 2006.
- Justinian II of Byzantium.* Constance Head. Madison, WS: The University of Wisconsin Press, 1972.
- Wu.* Jonathon Clements. Chalford, UK: Sutton Publishing, 2007. (Empress Wu Zhao)
- 'Abd al Rahman III: The First Cordoban Caliph.* Maribel Fierro. Oxford, UK: Oneworld Publications, 2005.
- Charlemagne.* Allen Cabaniss. New York: Twayne Publishers, 1972.
- The Reign of the Byzantine Emperor Nicephorus I: AD 802-811.* Pavlos Niavis. Edinburgh, UK: University of Edinburgh, 1984.
- Alfred the Great: The Man who made England.* Justin Pollard. London: John Murry (Publishers), 2005.
- Queen of the Conqueror: The Life of Matilda, wife of William I.* Tracy Borman. New York: Bantam Books, 2012.
- The Quest for El Cid.* Richard Fletcher. New York: Alfred A. Knopf, 1990.
- King Stephen 1135-1154.* 3<sup>rd</sup> Edition. R. H. C. Davis. London: Longman, 1990.
- The Empress Matilda: Queen Consort, Queen Mother & Lady of the English.* M. Chibnall. London: Blackwell Publishers, Ltd, 1991.
- Henry II Plantagenet.* John Schlight. New York: Twayne Publishers, 1973.
- Eleanor of Aquitaine: Queen of France, Queen of England.* Ralph V. Turner. New Haven, CT: Yale University Press, 2009.
- Saladin: The Sultan and His Times 1138-1193.* Hannes Möhring. Baltimore, MD: The John Hopkins University Press, 2008.
- Chinggis Khan.* Makers of the Muslim World. Michal Biran. Oxford, UK: Oneworld Publications, 2007.
- The Imperial Twilight: The Palaiologos Dynasty and the Decline of Byzantium.* Constance Head. Chicago: Nelson-Hall Inc., 1977.
- The Immortal Emperor: The Life and Legend of Constantine XI Palaiologos, Last Emperor of the Romans.* Donald M. Nicol
- Richard III: The Maligned King -* Annette Carson

## **Appendix IV: Critical Book Reviews**

### **I: Learning Objective**

The critical book review is designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, historical interpretation and synthesis, factual analysis, critical thinking, time management and writing in standard English.

### **II. Directions**

A) Each student will write two critical book reviews. The first book review will be over an ancient or mediaeval civilization and must be chosen from one of the books in Appendix III. The second book review will be over a biography of an important historical personage in the ancient or mediaeval period. Biographies may be chosen from the list of books in Appendix III or may be selected by the student with instructor approval. Books titles must be chosen and turned into the instructor for approval by the assigned dates in the class schedule. Each book review will be 4-5 pages in length.

B) There is no one correct way to write a book review. However, as you read, it is suggested you look for some or all of the following topics.<sup>1</sup>

- a) What historical subject is the author writing about and what field does the book fit into?
- b) What is the main thesis (central argument) of the book?
- c) How does the author structure the book? Is the presentation of the book clear, orderly and logical?
- d) What primary sources does the author use?
- e) Does the author appear to have done comprehensive research for the book?
- f) What supplemental features such as maps, charts, illustrations and/or bibliography does the book have? How well do they help you understand the book?
- g) How well does the author write and is the writing easily understandable?
- h) Are there any factual errors that jump out? People or events that the author has overlooked?
- i) Why did the author write the book and did it accomplish its purpose?
- j) What is your reaction to the book - was it enjoyable to read, did the author convince you of their thesis, what new information did you learn while reading the book?
- k) Would you recommend this book and to what audience?
- l) Do you have any additional comments?

C) Review must be written in your own words. [**DO NOT PLAGIARIZE**] Be sure to proofread the final copy prior to submitting. Reviews will be turned in through **Safe Assign**.

### **III. Format**

Book reviews will need to have two columns to a page, be double-spaced and use 12pt Times New Roman or Cambria font. Use footnotes to cite any outside books referenced in the review.

A book review is in its essence a short essay. As such you need to have this essay arranged in a clear and logical order. How you have the review arranged is up to you, however, one option is listed below. The instructor will also post sample reviews on Blackboard for you to look at for ideas.<sup>2</sup>

- 1) Short description of the subject, scope and the purpose of the book
- 2) How does the author have the book structured
- 2) Outline the main thesis (central argument) of the book and any biases of the author
- 3) Evaluation of each chapters information and arguments

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<sup>1</sup> Adapted from: Emerson 2013. (pg. 11-12)

<sup>2</sup> Based in part on Emerson 2013. (pg. 12)

- 4) Important points brought up by the author in each chapter
- 5) Evaluate the strengths and weaknesses of the book
- 6) How well do the supplementary materials support the book
- 7) What is your overall assessment and recommendation for this book

#### IV. Stages of Development

- 8 September - Civilization book chosen and confirmed with instructor
- 10 September - Biography Book Chosen and confirmed with instructor
- 17 October - Civilization book review Due. Turn in via Safe Assign.
- 24 November - Biography book review due. Turn in via Safe Assign.

#### V. Critical Book Review Grade Sheet

<b>Name:</b>	<b>Book Title:</b>
<b>Book Review #</b>	<b>Grade:</b>

##### 1) Preliminary Matter

- A) Reviews turned in late will receive 10pts off each day late \_\_\_\_\_
- B) Loss of 10 points for excessive spelling and grammar errors (10+) \_\_\_\_\_
- C) Loss of 10 points for:
  - 1) Papers without an original title
  - 2) Papers without typed page numbers in upper right corner.
  - 3) Papers in a font other than Times New Roman or Cambria.

##### 2) Substance of the Book Review

- A) Introduction (Total of 10 points) \_\_\_\_\_
  - 1) Introduces the topic, coverage and scope of the book (5 points)
  - 2) Shows knowledge of what audience the author wrote for [academia, students, general public etc...] (5 points)
- B) Comprehension (Total of 75 Points) \_\_\_\_\_
  - 1) Shows knowledge of books thesis or theses (25 points)
  - 2) Discusses each chapter of the book and the main points raised by author (35 points)
  - 3) Evaluates the strengths and weaknesses of the book (15 points)
  - 4) Assesses overall suc (5 points)
- C) Conclusion (Total of 15 Points) \_\_\_\_\_
  - 1) Begins with "In Conclusion" (5 points)
  - 2) Effective restatement of paper's topic. (5 points)
  - 3) Final overall evaluation of book and recommendation for reading audience (5 points)

