

SUL ROSS STATE UNIVERSITY
Spring 2016

Matthew G. Marsh
HIST 2302 Sec 001
T 6:00 - 8:50pm
MAB 302

Office: MAB 305-D
Office Hours: M-F 8:00-5:00pm
Office Phone: (432) 837-8199
E-mail: mmarsh@sulross.edu

WORLD HISTORY since 1500

Course Description: *World History since 1500 (3-0)*. A survey of world history from the beginning of the 16th century up to the present day. Coverage will include non-western civilizations such as the Ottoman Empire, Safavid Iran, Mughal India, Ming & Qing China and their interaction with the European states.

Required Texts: *Western Civilization: A Global and Comparative Approach*. Vol. II since 1600. Kenneth L. Campbell. London: Routledge, 2012. ISBN: 978-0765622549
The Penguin Atlas of Modern History to 1815. Rev. Ed. Colin McEvedy. London: Penguin Books Ltd., 1986. ISBN: 978-0140511536
The New Penguin Atlas of Recent History. Rev. Ed. Colin McEvedy. London: Penguin Books Ltd., 2003. ISBN: 978-0140515046

Assignments: Examinations (3)
Reading Summaries (10)
Map/Reading Quizzes (10)
Research Report
Country Report
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
Reading Summaries will assess PLOs 2-4
Research Report will assess PLOs 2-4.
Country Report will assess PLOs 1-4

Student Learning Outcomes:

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

1. Be able to trace the historical development of early modern and modern civilizations including, but not limited to, the following: Ottoman Empire, Safavid Iran, Mughal Empire, Ming Empire, Qing Empire, Western and Eastern European nations through political, economic, socio-cultural developments.
2. Be able to chart long-term historical & political trends in the World History since 1500
3. Demonstrate knowledge of key historical events, movements and personalities in World History since 1500.
4. Understand the role that historical interpretation plays in the assessment of the past and be able to identify and critique various and differing interpretations of

- the past.
5. Demonstrate knowledge of the historical and political geography as related to the topics of World History since 1500.
 6. The development of critical thinking and writing skills through essay test questions, a research report and critical book reviews.

SLO's will be assessed as follows:

- Examinations (4) will assess SLOs 1-6
- Map/Reading Quizzes will assess SLOs 2,3 & 5
- Reading Summaries will assess PLOs 1, 3-6
- Research Report will assess PLOs 2-4 & 6.
- Country Reports will assess PLOs 1, 3-6

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.
Core Subjects EC-6/4-8: Social Studies Standards IV, V, VII & IX
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 will 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." Students should treat their classmates 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 phone 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.

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 reading summaries 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 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. The Academic Centre for Excellence also offers Writing Tutoring. Check with Dr. Kathy Stein, Ferguson Hall 214, for times and availability.

**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 three examinations for this class based on readings, lectures and class discussion. Exams will consist of multiple choice, true/false, short answer and

essay questions, or a combination thereof at the discretion of the instructor. Examinations are not cumulative.

Reading Summaries: Each week you will be assigned readings from either Campbell's *Western Civilization* or another text chosen by the instructor. After completion of the textbook readings each student will complete a one page summary of the topics covered in the chapter. (*See Appendix I for Complete Details*)

Map Quizzes: Knowledge of the changing political geography and the impact that physical geography has had on historical events is a critical part of understanding history. Each week you will take a 10 question quiz over the political geography in *Penguin Atlas of Modern or Recent History*. Map quizzes will be either matching, fill in the blank, drawing of boundaries, or a combination thereof at the discretion of the instructor.

Short Research Paper: Each student will complete a two page paper on a major artist, philosopher, political thinker or theologian who lived and wrote during the period of World History covered since AD 1500. Report will include details on their life, what they wrote or created, and how much of their work has survived. (*See Appendix II for Complete Details.*)

Country Reports: Students will complete a report over a historical country which existed between the period of AD 1500 to AD 2001. The country report is designed to allow students to explore the information on a country of interest and practice basic research, writing and presentation skills. (*See Appendix III 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 Options:

Extra credit opportunities during the semester will be noted by the instructor.

- **Lobo Literati League:** Students who attend a Lobo Literati League meeting will receive 10 points of extra credit with documented proof from Dr. Stein. Max of 30 pts.

- **Critical Book Reviews (2):** Each student may complete a maximum of two critical book reviews during the course of the semester for extra credit. One review may be on a book covering one of the civilisations covered in the course. The other on a biography of a key figure in World History since 1500. Max of 75pts each (*See Appendix IV for complete details.*)

Grading Breakdown:

3 Examinations x 100pts	= 300 points
10 Chapter Summaries x 20pts	= 200 points
Country Report	= 200 points
Short Research Paper	= 150 points
10 Map/Reading Quizzes x 10pts	= 100 points
Attendance/Participation	= 50 points

Total Possible Points	= 1000

Grade System:

A = 1000 - 900
B = 899 - 800
C = 799 - 700
D = 699 - 600
F = 599 - 0 points

Schedule of Lectures & Readings

Week I (19 January)

Lecture: Syllabus & Expectations; Research reports, Turabian Style; Library Research; State of the World in AD 1501;

Textbook: Readings will be handed out in class.

McEvedy - *Modern History*: announced in class

No Quiz Next Week

Week II (26 January)

Lecture: Islamic Nations in the 16th Century - Ottoman, Safavid & Mughal Empires Pt. I.

Textbook:

McEvedy - *Modern History*: announced in class

Research Report: Choice of Historical Figure Due

Country Report: Choice of Nation Due

Week III (2 February)

Lecture: Islamic Nations Pt. II Ottomans, Safavids & Mughals to 18th Century. East Asia Pt. I: China, Japan, and Korea

Textbook:

McEvedy - *Modern History*: announced in class

Quiz #1

Week IV (9 February)

Lecture: East Asia pt. II: Qing China to 1799; Political History of 16th Century - England, France, Spain and the Holy Roman Empire;

Textbook:

McEvedy - *Modern History*: announced in class

Bibliography for Research Report Due

Quiz # 2

Week V (16 February)

Lecture: Impact of Reformation; Political History of the 16th Century - Poland, Scandinavia and Muscovy;

Textbook:

McEvedy - *Modern History*: announced in class

Quiz # 3

Week VI (23 February)

Lecture: Europe and the Ottoman Empire; Political History of early 17th Century - England, France, Spain and the United Provinces; Thirty Years War

Textbook:

McEvedy - *Modern History*: announced in class

Research Report Due

Quiz # 4

Week VII (1 March)

Lecture: Political History of later 17th Century - Rise of Absolutism; Europe and the Ottoman Empire pt. II; From Muscovy to Russia;

Textbook:

McEvedy - *Modern History*: announced in class

Exam #1

Week VIII (8 March)

Lecture: Political History of early 18th Century - Europe, Islamic World; Enlightenment, Europe at War to 1750

Textbook:

McEvedy - *Modern History*: announced in class

Country Report Bibliography Due

Quiz # 5

Week IX (22 March)

Lecture: Political History later 18th Century - Enlightenment and Absolutism; American Revolution; French Revolution
Textbook:
McEvedy - *Recent History*: announced in class
Quiz # 6

Week X (29 March)

Lecture: Political History of early 19th Century - Napoleon, Empire and Defeat; Conservative Reaction from 1815 to 1848;
American Developments - From New Spain to Mexico, Empire of Brazil, South America
Textbook:
McEvedy - *Recent History*: announced in class
Quiz # 7.

Week XI (5 April)

Lecture: Political History later 19th Century; Qing China in decline; 19th century Colonialism; 2nd Mexican Empire;
Unification and Alliances
Textbook:
McEvedy - *Recent History*: announced in class
Exam # 2

Week XII (12 April)

Lecture: Political History of early 20th Century - Alliances to War; World War I - Western & Eastern Fronts; Oktober
Revolution; Impact of Versailles
Textbook:
McEvedy - *Recent History*: announced in class
Quiz # 8

Week XIII (19 April)

Lecture: Political History - Rise of Totalitarianism; Road Back to War; World War II; New World Powers; Iron Curtain
Textbook:
McEvedy - *Recent History*: announced in class
Country Report Due
Quiz #9

Week XIV (26 April)

Lecture: Political History of later 20th Century - End of Colonialism; the Bi Polar World; Communist China;
Textbook:
McEvedy - *Recent History*: announced in class
Quiz # 10

Week XIV (3 May)

Lecture: Political History - Recent History; From Glasnost to the Russian Federation; Opening the East; Gulf I and II
Textbook: None
McEvedy - *Recent History*: announced in class
Extra Credit Book Reviews Due

Week XV (10 May)

Final Exam

NOTE: LECTURES AND READINGS ARE TENTATIVE AND MAY BE CHANGED AT THE DISCRETION OF THE INSTRUCTOR

Appendix I: Reading Summaries

I: Learning Objective

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

II. Directions

Each week a chapter or portions of multiple chapters will be assigned for students to read. After reading the assigned pages write a one page summary of the topics and information found in the textbook readings. Summaries are not designed to be exhaustive, but to give a brief overview of what is being covered. Look at what the main ideas and topics are in the chapter when beginning to outline your summary.

III. Format

Assignments need to be completed in Microsoft Word. All pages to be single spaced and using 10pt Times New Roman or Cambria font.

- Your Name, Date, HIST 2302-001 and the assignment week need to be in the upper right-hand corner of the page.
- Original title for the summary on next line, centred
- Body of the summary
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SUMMARY

IV. Reading Summary Grade Sheet

Name:	Date:
Assignment Week:	Grade:

1) Preliminary Matter

- A) Loss of 10 points for excessive spelling and grammar errors (10+) _____
- B) Loss of 10 points for:
 - 1) Assignments without a name
 - 2) Assignments in a font other than Times New Roman or Cambria.
 - 3) Assignments without required title information

2) Substance of the Assignment (Total Possible Points = 20 points) _____

- A) Shows evidence of reading the chapter _____ (7pts)
- B) Covers all main topics of reading assignment _____ (7pts)
- C) Evidence of synthesis and interpretation _____ (6pts)

3) Formatting Deductions

- D) Not single spaced -2 Points _____
- E) Uses quotes from textbook or reading -5 points. _____

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 artists, philosophers and political thinkers, interpretation and synthesis, reading comprehension, critical thinking, research skills, time management and writing in standard English.

II. Directions

Each student will write a research report on a artist, leader, philosopher, or political thinker of the early modern and modern era. Choose your subject from those listed below. Using the available print & electronic library resources research their life, writings, impact and what of their work has survived. You will then write a brief 3 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 5 sources. Hard copy or EBSCO E-Books/Articles only. Only one encyclopedia allowed. **UNAPPROVED ONLINE SOURCES, SUCH AS WIKIPEDIA, ARE PROHIBITED.**

IV. Easy Ways to Fail the Research Report

- a) Turning another students paper as your own = F
- b) Stealing work off the internet and turning it in as your own (plagiarism) = F
- c) Turning in the same paper as another student in class = F
- d) No Bibliography + no sources cited = plagiarism = F
- e) No citation of sources = F

V. Approved Historical Figures

Niccolo Machieavelli, Isabella I of Castile, John Calvin, Leonardo De Vinci, Elisabeth Bathory, Nicholas Copernicus, Ignatius Loyola, Thomas Hobbes, J. S. Bach, Isaac Newton, John Locke, Antonio Vivaldi, Voltaire, Jean Jacques Rousseau, Wolfgang Amadeus Mozart, James Madison, Mary Wollstonecraft, Ludwig Van Beethoven; Goethe; Elizabeth Cady Stanton; Karl Marx; Frederick Douglass; Susan B. Anthony; Friedrich Nietzsche; Otto Von Bismark; Pytor Ilich Tchaikovsky; W. E. B. DeBlois; V. I. Lenin; John Maynard Keynes; Hallie Saliessse; Arthur Schonburg; Mahatma Ghandi; Martin Luther King, Jr; Aryn Rand; Jerry Goldsmith; Betty Friedman;

IV. Stages of Development

Tuesday 26 January - Choice of Historical Figure Due

Tuesday 17 February - Bibliography of Sources Due. (50 points)

Tuesday 23 February - Research Report Due. (100 points)

V. Research Report Grade Sheet

Name:	Historian:
Number of Sources:	Grade:

1) Preliminary Matter

- A) Loss of 10 points for excessive spelling and grammar errors (10+) _____
- B) 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) Bibliography

- A) Minimum of 5 sources (40pts) _____
- B) Bibliography formatted correctly (10pts) _____

3) Substance of the Research Paper

- A) Introduction (10 points) _____
- B) Comprehension (Total of 80 Points) _____
 - 1) Shows knowledge and research of figure's life (30 points)
 - 2) Knows and discusses all major works by the historical figure (20 points)
 - 3) Uses sources to support all historical statements (15 points)
 - 4) Shows ability to offer synthesis of historical material (15 points)
- C) Conclusion (Total of 10 Points) _____
 - 1) Begins with "In Conclusion" (5 points)
 - 2) Effective restatement of paper's topic. (5 points)

Appendix III: Country Report

I: Learning Objective

Country reports are designed to build knowledge and skills related to the study of history including but not limited to: reading comprehension, critical thinking, interpretation and synthesis, research skills, time management, and visual literacy.

II. Directions

Each student will complete a power-point report on a country that existed, in between the years of AD 1500-AD 1789. See below for approved countries. Use the available print & electronic library resources to research the country for information on key events, leaders, political structure, religious beliefs, and demographic information. Take that information and create a power-point presentation with a minimum of 10 slides.

III. Format

Remember: Microsoft Office - Powerpoint is the only presentation software accepted. Font must be either Times New Roman or Cambria. Report must include the following:

- I. Title Slide - slide must include an original title, your name, HIST 2302, and the date.
- II. Required Main Slides
 - A. Chronology of Key Historical Events (2 slide max.)
 - B. The State
 1. Type of Government (If multiple types, include all)
 2. Executive Functions/Legislative Functions
 3. Administrative Units (Provinces/States) and organization
 - C. Military and Foreign Policy
 1. Military organization
 2. Type of foreign policy
 - D. The Culture
 1. Main demographics of country (languages, ethnicities)
 2. Religious Divisions
 3. Radical movements and separatism
 4. Arts & Literature
 - E. Economy
 1. main industries and how they have changed
 2. major exports/imports
 - F. Wild Card - Interesting Fact
 - G. Annotated List for Further Reading (Minimum 3)
- III. Must use audio and/or visual elements to illustrate your slides.
- IV. Must provide narration to slides
- V. Provide bibliography of sources consulted

IV. Approved Countries

Ottoman Empire, Muscovy, Holy Roman Empire, France, Inca Empire, Ming China, Polish-Lithuanian Commonwealth, Bohemia, Abyssinia, United Provinces, Japan, Sweden, Spain, Aztec Empire, Prussia, Moroccan Sultanate, Hapsburg Austria, Iroquois Confederacy, Papal States, Mughal Empire.

V. Stages of Development

Tuesday 26 January - Choice of Country Due

Tuesday 8 March - Bibliography Due

Tuesday 19 April - Country Report Due

VI. Country Report Grade Sheet

Names:	Date:
Country:	Grade:

1) Preliminary Matter

- A) Loss of 10 points for excessive spelling and grammar errors (10+) _____
- B) Loss of 10 points for:
 - 1) Not including title slide
 - 2) Slides using a font other than Times New Roman

2) Formatting Requirements _____

- A) Student has included narration to slides. (-50 points if not included)
- B) Student has included visual materials. (-10 points if not included)

3) Substance of the Report

- A) Chronology of Key Historical Events _____ (10pts)
- B) The State _____ (30pts)
 - 1) Shows knowledge of how nation's government was organised and functioned during the time period. (15 points)
 - 2) Discusses national and lower level administration (15 points)
- C) Military and Foreign Policy _____ (30pts)
 - 1) Clearly explains composition of military (15 points)
 - 2) Evaluates overall foreign policy of nation during time period (15 points)
- D) The Culture _____ (50pts)
 - 1) Student describes and explains main demographic breakdown of nation (15pts)
 - 2) Evaluates type of religious policy, what types of religious beliefs in nation (15pts)
 - 3) Investigates any radical or separatist movements that appeared in the nation during the time period. (5pts)
 - 4) Illustrates main artistic contributions, impact on neighbouring cultures. (15pts)
- E) Economy _____ (20pts)
 - 1) Student has evaluated what the main industries, and any changes to them, during the time period. (10pts)
 - 2) Illustrates what the main imports/exports of nation were. (10pts)
- F) Wild Card _____ (10pts)
 - 1) Student will provide a slide on a piece of information that interested them about this nation. (10pts)

4) Documentation

- A) Annotated List of Further Reading (25pts) _____
- B) Bibliography of Sources Used (25pts) _____

Appendix IV: Extra Credit - Critical Book Reviews

Cultural, Military or Socio/Economic Book Choices

The Columbian Exchange: Biological and Cultural Consequences of 1492. Alfred W. Crosby, Jr. Westport, CN: Greenwood Press, 1972.

Ming China, 1368-1644: A Concise History of a Resilient Empire. John W. Dardess. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2012.

By Permission of Heaven: The True Story of the Great Fire of London. Adrian Tinniswood. New York: Riverhead Books, 2003.

The Siege of Vienna: The Last Great Trial Between Cross & Crescent. John Stoye. New York: Pegasus Books, 2000/2006.

The Battle of Adwa: African Victory in the Age of Empire. Raymond Jonas. Cambridge, MA: The Belknap Press of Harvard University Press, 2011.

Biography Book Choices

The Reign of Elizabeth I. Carole Levin. New York: Palgrave Macmillian, 2002.

Shah Abbas: The Ruthless King Who Became an Iranian Legend. David Blow. London: I. B. Tauris, 2009.

Emperor of China: Self Portrait of K'ang-hsi. Jonathon D. Spence. New York: Vintage Books, 1988.

The Sword of Persia: Nader Shah - From Tribal Warrior to Conquering Tyrant. Michael Axworthy. London: I. B. Tauris, 2006.

Ataturk. A. J. Macfie. London: Longman, 1992.

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 may write and submit two critical book reviews for extra credit. One book review may be over a cultural, military or socio/economic area of post-1500 history. If you choose to write a second book review it will be over a biography of an important historical personage in the the post-1500 period. Books must be selected from the selection listed above. Books titles must be chosen and turned into the instructor for approval by the second class period. Each book review will be 3-4 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.¹

- 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?

¹ Adapted from: Emerson 2013. (pg. 11-12)

- 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.²

- 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
- 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

3 May - Extra Credit Book Review(s) due. Turn in via Safe Assign on Blackboard.

V. Critical Book Review Grade Sheet

Name:	Book Title:
Book Review #	Grade:

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.

² Based in part on Emerson 2013. (pg. 12)

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 & 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 reading audience recommendation (5 points)