

**Sul Ross State University
Spring 2016**

Dr. Mark Emerson
HIST. 5308 (3 units)
Sec.
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EUROPE SEMINAR: SPAIN AND PORTUGAL 1500 TO PRESENT

COURSE DESCRIPTION:

HIST 5308 Reading Seminar on European History: This graduate course is a reading based seminar. This course explores the worlds of modern Iberia since 1500. The emphasis in the reading is on the development and formation of the modern Iberian world

COURSE REQUIREMENTS:

Assignments:

Reading/Discussion/Participation in Seminar. Discussion Board Assignments **45% of Final Grade.**

Bibliographic Review Essay 15-20 pages. This assignment consists of a collective review of the four books for the course. You can evaluate them in your paper one by one or by a theme/topic (s). Compare/Contrast, plus critical review. **55% of Final Grade.**

Extra Credit: Read the extra credit book and incorporate it into your comparative review paper or in an individual review.

Required Texts (All Available at Amazon.com)*:

Recommended: A History of Spain and Portugal Vol. 2

Stanley Payne

Available online at: <http://libro.uca.edu/payne2/spainport2.htm>

Required:

Imperial Spain: 1469-1716

J. H. Elliott

Conquerors: How Portugal Forged the First Global Empire

Roger Crowley

This Gulf of Fire: The Destruction of Lisbon, or Apocalypse in the Age of Science and Reason

Mark Molesky

The Basque History of the World: The Story of a Nation

Mark Kurlansky

The Spanish Civil War (Cambridge Essential Histories)

Stanley G. Payne

Emigration and the Sea: An Alternative History of Portugal and the Portuguese

Malyn Newitt

Ghosts of Spain: Travels Through Spain and Its Silent Past

Giles Tremlett

Alternative or Extra Credit Book

The Spanish Holocaust: Inquisition and Extermination in Twentieth-Century Spain

Paul Preston

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Recommended Activities:

Eat right and exercise. Nap as often as possible.

Guidelines and Responsibilities:

1. The seminar through the internet. It goes without saying that it is almost essential to login several times a week. Everyday is recommended. There is a weekly Discussion Board reading and assignment (found under Discussion Board in Blackboard). You will be given readings in addition to the required books. You will then post weekly essays and respond in shorter essays to the postings of your fellow students. You will post your final paper to Blackboard or you can e-mail me an attachment of your paper (memerson@sulross.edu)

Program Learning Outcomes

The graduating student with a MA in history will:

1. Demonstrate a mastery of the historiography of the secondary sources in the fields of study
2. Demonstrate the ability to critically evaluate the written expression of others.
3. Demonstrate specific knowledge of past societies.
4. Write effectively, logically and persuasively about topics in history using proper punctuation and grammar.

Course assessments for the PLOs include the following class assignments:

Discussion Board assignments provide assessments for PLOs 1, 2, 3, and 4.

Comparative Critical Papers provide assessments for PLOs 2 and 4.

NONDISCRIMINATION POLICY/EQUAL EDUCATIONAL OPPORTUNITY POLICY:

Sul Ross State University is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester.*

Sul Ross State University is committed to equal access in compliance with the Americans with disabilities act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Grace Duffy in counseling and accessibility services, Ferguson hall, room 112. The mailing address is p.o. box c-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, library resources, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should submit online assignments through Blackboard or SRSU email, which require secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GRADING

A Range = Outstanding. All assignment sections are turned in. Projects reflect thoughtful, analytical thinking and a thorough understanding of historical events and trends. Course participation and professionalism are exceptional.

B Range = All assignment sections are turned in above average, but not outstanding work. Demonstrates understanding of historical events, but the analytical thinking is weaker than that for an "A".

C Range = Average. All assignment sections are turned in, but indicate an average understanding of historical events. Work tends to be narrative rather than analytical. There is a need for improvement AND/OR written work is "fair." Course participation or professionalism may need improvement.

D Range = below average. All assignment sections turned in, but writing is purely narrative, there is no analysis and barely answers the question assigned AND/OR assignments are incomplete, course participation and professionalism need substantial improvement.

F Range = Fail: Assignments are not turned in or are “late without the instructor approval” AND/OR are substantially below average and fails to answer question AND/OR participation and professionalism need substantial improvement. Plagiarizing of course work or other unprofessional behavior will result in disciplinary action.

Grade Scale (Based on percentages)

	87-89 = B	77-79 = C	67-69 = D	0-59 = F
93+ = A	83-86 = B	73-76 = C	63-66 = D	
90-92 = A	80-82 = B	70-72 = C	60-62 = D	

SCHEDULE OF LECTURES AND READINGS

Week One (Jan. 19-24):

Introduction

Discussion Introduction

Week Two (Jan. 24-31):

First Half of *History of Spain and Portugal*

Discussion Board One

Week Three (Feb. 1-Feb.7):

Second Half of *History of Spain and Portugal*

Discussion Board Two

Week Four (Feb. 8-14):

First Half of *Imperial Spain*

Discussion Board Three

Week Five (Feb. 15-21):

Second Half of *Imperial Spain*

Discussion Board Four

Week Six (Feb. 22-28)

First half of *Gulf of Fire*

Discussion Board Five

Week Seven (Feb. 29-March 6)

Second half of *Gulf of Fire*

Discussion Board Six

Week Eight (March 7-13)

First half of *Basque History of the World*

Discussion Board Seven

Week Nine (March 14-20)

Second half of *Basque History of the World*

Discussion Board Eight

Week Ten (March 21-27)

First half of *The Spanish Civil War*

Discussion Board Nine

Week Eleven (March 28-April 3)

Second half of *The Spanish Civil War*

Discussion Board Ten

Week Twelve (April 4-10)

First half of *Emigration and the Sea*

Discussion Board Eleven

Week Thirteen (April 11-17)

Second half of *Emigration and the Sea*

Discussion Board Twelve

Week Fourteen (April 18-24)

Read the first half *Ghosts of Spain*

Discussion Board Thirteen

Week Fifteen (April 25-May 4):

Read the second half of *Ghosts of Spain*

Discussion Board Fourteen

FINAL PAPER: Due May 9th by midnight.

*****Schedule is subject to change!!! Announcements will be made in class in advance of any changes.**

WRITING THE CRITICAL BOOK REVIEW

Dr. Emerson

Every book makes different demands on the reviewer. No single approach is right for all books. The suggestions that follow are just that; suggestions. Use as many of them as seem pertinent, but remain responsive to the book under consideration.

1. Reading the book

When you read, your critical faculty should be alert, but that doesn't mean you are poised for attack. You can do your best if you read in a spirit that is at once critical and sympathetic.

Read the whole book thoroughly and carefully. Reread what you don't understand. Don't skip forewords, prefaces, and other parts that may not appear integral to the text. What you learn here might help you to understand the book better. If possible, it's best to read the book twice, the first time to get an overview, the second time to test your impressions and gather detailed evidence.

Take notes as you read. The list that follows will give you an idea of what to watch for. Taking notes also helps you stay alert as you read, and gives you the opportunity to mark effective passages for quoting.

2. Questions to ask as you read

What are the author's subject and the broad field into which the work fits?

What approach does the author take to the subject? What is the central thesis? What are the author's assumptions? What methodology is used?

What are the author's primary sources? How comprehensive is the research?

For whom is the book written? Fellow scholars? Non-academics? Is the book appropriate to its audience?

How is the book structured? Is its development orderly and logical? Is it clear?

Is the author's prose readable? Exceptionally good? Does the author have an intrusive style?

Does the book have illustrations? An index? Bibliography? What other features does it have? Are they effective and useful?

How appropriate is the book's title? Does it promise essentially what the book delivers?

Are you aware of factual errors in the book? Oversights? Faulty assumptions?

Why was the book written? Has the author met these objectives?

What is your personal response to the book? Is it satisfying to read? Is it enjoyable? Convincing? Why? If it isn't, why not?

3. Writing the review

Writing a book review is much like writing any other short essay. There is no universal formula, but following a few basic guidelines can simplify the task.

Review your notes and list the points you'd like to make.

Arrange those points in a logical order. Time spent now on organization not only produces a strong, clear structure, but also allows you to concentrate on phrasing during the writing of the first draft. One possible way of setting up the essay is like this:

- 1. A brief description of the subject, aim, and scope of the book**
- 2. An outline of its thesis and its bias**
- 3. A detailed assessment of the author's main contentions**
- 4. An evaluation of the book's major strengths and weaknesses**
- 5. An assessment of the book's place in the literature of its subject**

*****Write the review in your own words (do not plagiarize!) and DO NOT just summarize (follow the above instructions!!)**

Write the first draft, not stopping to fine tune the phrasing, but aiming to get onto the paper all that you have to say.

After some time has elapsed, read the draft critically, noting where it is ambiguous, incomplete, or overwritten.

Read the second draft, checking for errors in grammar and punctuation, and making sure that you have said just what you meant.

Type the final draft.

Proofread the typed copy, and correct as necessary to ensure that it is free from errors.

Turn in **on or before** the due date.

DUE MAY 9th by midnight

