

SUL ROSS STATE UNIVERSITY
FALL 2023

Matthew G. Marsh
HIST 2301 Sec 001

T 6:00-8:45pm
LH 200

Office: LH 301
Office Hours: MWF 10:00-12:00pm
TTH 2:00-4:00pm
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WORLD HISTORY I: To 1500

Course Description: *World History I to 1500 (3-0)*. A survey of world history from the earliest times to the end of the middle ages. Coverage will have an emphasis on non-western civilizations such as Mesopotamia, India, Iran, China, Byzantium, Al-Andalus and the Steppe World.

Required Texts: *The New Penguin Atlas of Ancient History*. Colin McEvedy. London: Penguin Books, 2002. ISBN 978-014-0513486 (Also available on the Internet Archive.org)

The New Penguin Atlas of Medieval History. Colin McEvedy. London: Penguin Books, 1992. ISBN: 978-0140512496 (Also available on the Internet Archive.org)

The Epic of Gilgamesh. Trans. with Intro: Andrew George. London: Penguin Books, 1999. ISBN: 978-0140449198 (Also available on the Internet Archive.org)

Assignments:

Reading Syntheses (10)	<i>Gilgamesh</i> Discussions (12)
Thematic Quizzes (4)	Concise Historical Notebook (4)

**Student 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.
Marketable Skills: Critical Thinking: Absorption, comprehension, synthesis of Data
Ibid: Development of pattern recognition and causal skills.
Global Fluency: Ability to place the United States in a global context
2. The history student will demonstrate knowledge of American History, World History, and Non-American History
Marketable Skills: Students can meet deadlines in a successful manner.
Students can discharge responsibilities in an adequate manner.
Students can manage the absorption of data.
3. Demonstrate knowledge of historical events, movements, major turning points and personalities of the past.
Marketable Skills: Professionalism: Knowledge and understanding of the civic roles and responsibilities of a United States citizen.
Critical Thinking/Professionalism: Ability to relate the importance of the historical past when considering public policy decisions.
4. The history student will demonstrate the ability to write about topics in historiography and how those topics are interpreted.
Marketable Skills: Students can utilize data to persuade various audiences.
Students can utilize data to generate and strengthen ideas.
Students can decipher stances adopted by various individuals.
5. The history student will demonstrate historical research skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of

historical content

Marketable skills: Students can identify useful resources from a pool of data.

Students can select and organize data in a relevant manner.

Students can make written presentations to various audiences.

SLO's are assessed as follows:

Thematic Quizzes (4) = SLOs 1-4

Reading Syntheses = SLOs 1,2 & 4

Gilgamesh Discussions = SLO's 1, 2&4

Concise Historical Notebooks = SLOs 1-5.

Critical Book Review = SLOs 1-5

Course Learning

Outcomes

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

- ❖ To trace the historical development of ancient and mediaeval civilizations including, but not limited to, the following: Ancient Near East, Persian Empire, Ancient India, Ancient China, Greco-Hellenistic World, Roman Empire, Sasanian Persia, Byzantine Empire, Rise of Islam, Al-Andalus, Mediaeval Europe through political, economic, socio-cultural developments.
- ❖ To chart long-term historical & political trends in the World History to 1500.
- ❖ 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.
- ❖ Demonstrate knowledge of the historical and political geography as related to the topics of World History up through 1500.
- ❖ The development of critical thinking and writing skills through essay test questions, a research report and critical book reviews.

Core Curriculum

Skills:

Critical Thinking: Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

Empirical & Quantitative Skills: Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusion

TEXES Standards:

Students seeking teacher certification in the Core Subjects EC-6, History and Social Studies 7-12 areas will cover some or all of the following standards.

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 - Students in this class are expected to demonstrate scholarly behaviour and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

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 Schwartze-Grisham, M.Ed.
Counseling and Accessibility Services,
Ferguson Hall 112
Mailing Address: P. O. Box C-171; Alpine, TX 79832
Phone: (432) 837-8203
E-mail: mschwartz@sulross.edu

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: If students wish to appeal their grade, this discussion should begin with the instructor and proceed according to university policies and procedures. For university policies on appealing a grade, please see the Student Handbook for the procedures in place.

Attendance - It is highly recommended you attend class. Per SRSU requirements attendance is taken at the beginning of each class.

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Cell Phone Policy: Turn all electronic devices to silent and put them away. Use of electronic devices during the class is strictly prohibited, and users electronic devices 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 emergencies. E-mail is the preferred method of communication. Please use the following format in your subject line 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 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.

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; while major assignments such as readings summaries, concise historical notebooks, and a critical book review 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

Writing Lab, part of the Tutoring and Learning Centre, located in the Bryan Wildenthal Memorial Library first floor. 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.

Student Responsibilities:	<p>You are responsible for attending all lectures, taking notes and completing the readings.</p> <p>You are responsible for getting notes from a missed class from a classmate.</p> <p>You are responsible for turning in assignments on time.</p> <p>You are responsible for being in class to take quizzes and exams</p> <p>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 grade sheet at the end of the semester you will receive an “F” for the course.</p>
Instructor Responsibilities:	<p>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.</p> <p>Mr. Marsh will field any question on the course content</p> <p>Mr. Marsh will return assignments in a reasonable amount of time.</p> <p>Mr. Marsh will hold office hours and answer student e-mails on the course.</p>

Lesson Structure:

Lectures: With each class period of the week there will be a lecture, introducing the main themes and topics of that lesson. Please note the bullet points contained on the lecture slides are an outline for you to use when taking notes. They are not a transcription of lecture itself.

Readings: Each lesson will consist of a required reading from the primary textbook, a supplementary chapter or article, or both depending on the lesson. While you are required to purchase the primary textbook, supplemental readings will be posted to Blackboard.

Required Textbooks:

The New Penguin Atlas of Ancient History. Colin McEvedy. London: Penguin Books, 2002.

The New Penguin Atlas of Medieval History. Colin McEvedy. London: Penguin Books, 1992.

The Epic of Gilgamesh. Trans. with Intro: Andrew George. London: Penguin Books, 1999.

In addition to the Sul Ross Bookstore, Amazon.com, and other fine merchants, all three required books are available on the Internet Archive at archive.org for no charge. All supplemental readings will be provided via Blackboard.

Assignments: With each lesson will be an assignment or assignments that you are asked to complete. See below for a full listing of the different assignments we will be completing in this course.

Course Assignments:	<p>Reading Syntheses: History is a discipline based around written documents. Because of this reading the text is a critical part of understanding the material and successfully completing the course. With each lesson you will write a one page synthesis based on the textbook, and/or supplementary readings for that lesson. <i>(See Appendix I for Complete Details)</i></p>
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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 Andrew George 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 II for Complete Details.*)

Concise Historical Content Notebooks: For each unit (Ancient, Classical, Late Antique, Mediaeval/Byzantine) you will compile a study notebook comprised of the following: key dates, key vocabulary terms, key historical figures, key geographic features, key historical events. (*See Appendix III for Complete Details.*)

Thematic Quizzes: Our 16 lessons will be structured around 4 main themes: the Ancient World, the Classical World, the Late Antique World, and the Mediaeval/Byzantine World. At the end of each thematic section you will complete a short quiz on that theme. Quizzes will be based on lectures and readings from each lesson, and will consist of a combination of multiple choice, true/false, geographic, and short answer questions. Questions are designed to test your knowledge and comprehension of the material covered in the lessons.

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: Book Review: Students may complete one extra book review for a total of 100 points, chosen from one of the books listed in *Appendix V*. Limit of one per student. **Maximum of 100 points.**

Students who attend a Lobo Literati League meeting will receive 15 points of extra credit with documented proof from Dr. Kathy Stein. If other extra credit opportunities arise during the semester they will be noted by the instructor. Students may receive a maximum of 45 points extra credit

Other extra credit opportunities during the semester will be noted by the instructor.

Grading Distribution:

Assignment	Number	Points Ea.	Assignment Total Points
Chapter Reading Syntheses	10	40pts	400 pts
Thematic Quizzes	4	75pts	300pts
Gilgamesh Discussions	12	12.5pts	150 pts
Concise Historical Notebooks	4	25pts	100pts
Attendance & Participation	1	50pts	50pts
			1000 Total Points Possible

Grading Breakdown

Grade of "A"	=	900+ points
Grade of "B"	=	800-899 points
Grade of "C"	=	700-799 points
Grade of "D"	=	600-699 points
Failing Grade "F"	=	000-599 points

Schedule of Lectures & Readings

UNIT I: Ancient World

Week 1: Rise of Civilizations, Mesopotamia and the Near East
Readings: McEvedy - *Ancient History* pg. 18-27, Additional Readings attached in Lesson folder.

Week 2: Near Eastern Civilizations to the 2nd Intermediate Period,
Readings: McEvedy - *Ancient History* pg. 28-37; Additional Readings attached in Lesson folder.

Week 3: Ancient India; Growth of China;
Readings: Antonova - *Ancient India*, Gernet - *Chinese Civilisation* pg. 37-61,

Week 4: Near East in the Late Bronze Age. Chou Dynasty China
Textbook: McEvedy - *Ancient History* pg. 38-45. Additional Readings attached in Lesson folder.

Week 5: Iron Age States and the Rise of Empire - Assyria, Babylonian, Achaemenid Persia;
Textbook: McEvedy - *Ancient History* pg. 46-61. Additional Readings attached in Lesson folder.

UNIT II: Classical World

Week 6: Archaic and Classical Greece, Age of Alexander; the Diadochi.
Textbook: McEvedy - *Ancient History* pg. 62-75. Additional Readings attached in Lesson folder.

Week 7: Hellenistic Kingdoms, Mauryan India, First Empire of China
Textbook: McEvedy - *Ancient History* pg. 76-81; Additional Readings attached in Lesson folder.

Week 8: Rise of Rome - Monarchy to Republic; Rome & the Hellenistic Kingdoms; Parthian Empire
Textbook: McEvedy - *Ancient History* pg. 82-91; Additional Readings attached in Lesson folder.

Week 9: Rome - Expansion & Pax Romana; Kushanas; Han Empire of China
Textbook: Sharma - *Ancient India*, Gernet - *Chinese Civilisation*, McEvedy - *Ancient History* pg. 92-103; Additional Readings attached in Lesson folder.

UNIT III: Late Antique World

Week 10: Crises of Empire-3rd Century; Early Byzantine Empire Rise of Sasanian Persia; Gupta India;
Textbook: McEvedy - *Ancient History* pg. 104-114; McEvedy - *Medieval History* pg. 12-31. Additional Readings attached in Lesson folder.

Week 11: Fall of the West; Byzantine Empire-Justinian to Herakleios; Post-Han China
Textbook: Gordon - *Rise of Islam*, McEvedy - *Medieval History* pg. 32-43. Additional Readings attached in Lesson folder.

Week 12: Rise of Islam; T'ang China
Textbook: McEvedy - *Medieval History* pg. 34-47. Additional Readings attached in Lesson folder.

UNIT IV: Mediaeval Byzantine World

Week 13: Survival of Byzantium; Charlemagne and Western Europe;
Textbook: McEvedy - *Medieval History* pg. 46-61. Additional Readings attached in Lesson folder.

Note: No in-class lecture Thursday 17 November 2022. Work on assignments for that week.

Week 14: Islamic Near East and the Middle Byzantine Empire; Norman Conquest and the Plantagenets;
Textbook: McEvedy - *Medieval History* pg. 60-69. Additional Readings attached in Lesson folder.

Note: Thanksgiving Holiday - University Closed Thursday 24 November 2021. Lecture Powerpoint posted to Blackboard.

Week 15: Crusades, Song China; Genghis Khan & the Mongolian State; End of the Medieval World
Textbook: McEvedy - *Medieval History* pg. 70-105. Additional Readings attached in Lesson folder.

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

Appendix I: Reading Syntheses

I: Learning Objective

The reading synthesis 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 synthesis of the topics and information found in the textbook readings. Syntheses 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

Complete your assignments in Microsoft Word. All pages to be 1.5 spaced, using 12pt Times New Roman or Cambria font.

- Your Name, Date, HIST 2301 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 Syntheses Due Dates

- I - 5 September
- II - 11 September
- III - 18 September
- IV - 25 September
- V - 2 October
- VI - 9 October
- VII - 16 October
- VIII - 23 October
- IX - 30 October
- X - 6 November
- XI - 13 November
- XII - 20 November

V. Reading Syntheses Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	7.5	6	5.25	4.5
Recognizes and Discusses Primary Themes of Reading	5	4	3.5	3
Recognizes and discusses impact of major historical figures	5	4	3.5	3
Evidence of Synthesis and Interpretation	5	4	3.5	3
Formatting	2.5	2	1.75	1.5
	25pts	20pts	17.5pts	5pts

Appendix II: *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 21st 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 Andrew George translation of *The Epic of Gilgamesh* averaging 8-10 pages in length. Questions for each weeks reading are 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 Tablet 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* Due Dates

- Tablet I – 5 September
- Tablet II – 11 September
- Tablet III – 18 September
- Tablet IV – 25 September
- Tablet V – 2 October
- Tablet VI – 9 October
- Tablet VII – 16 October
- Tablet VIII – 23 October
- Tablet IX – 30 October
- Tablet X – 6 November
- Tablet XI – 13 November
- Gilgamesh & Akka – 20 November

V. *Gilgamesh* Discussion Board Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Recognizes and Discusses Primary Components	2	1.6	1.4	1.2
Answers all components of the Reflection Question	2	1.6	1.4	1.2
Evidence of Reading	5	4	3.5	3
Commented on Other Students Post	2	1.6	1.4	1.2
Formatting	1.5	1.2	1.05	.9
	12.5pts	10pts	8.75pts	7.5pts

Appendix III: Concise Historical Content Notebooks

I. Learning Objective

Historical content notebooks are designed to build knowledge and skills related to the study of history including, but not limited to: building historical knowledge, research skills, critical thinking, test preparation, time management and writing in standard English. For students on the History 7-12 or Social Studies 7-12 teacher certification track, these notebooks serve as test preparation for the World History portion of the TExES content exam. For students on the Core EC-6 teacher certification track, these notebooks serve as test preparation for the Social Studies portion of the TExES content exam.

II. Directions

For each unit (Ancient, Classical, Late Antique, and Mediaeval/Byzantine) you will create a concise content study notebook for that historical period.

- For each unit you will be asked to identify the following:
 - 5 Key Dates,
 - 5 Historical Figures,
 - 5 Main Events,
 - 5 Historical States (Tribes, Kingdoms, Confederacies, Empires)
 - 5 Geographical Features.
- After identifying these you will need to define the terms, or identify the dates, events, figures, or features IN YOUR OWN WORDS.
- Next, you will be required to defend each choice and explain why you chose that particular date, event, figure, or feature, and how they are important in that historical period.
- Finally, for each historical figure, event, and geographical feature, find a picture.

III. Format

Assignments need to be completed in Microsoft Word.

- Setting up the Document
 - Go to the **LAYOUT** tab and set your orientation to *Landscape*
 - Got to the **INSERT** tab and click on *Insert Header* → *Blank*
 - Type in Your Name, HIST 2301, Concise Historical Notebook, and the unit
 - Double-click in the main section of the document to close the Header
 - Got to the **INSERT** tab and click on *Add a Table*.
 - Select 2x8 cells for your table and click to create the table.
 - You will need to add more cells as you work on the notebook. When you have the table selected two additional tabs will appear on the control ribbon under **TABLE TOOLS - Design and Layout**.
 - Click on *Layout* → *Insert Below* to add rows to the table as needed.
- Building the Notebook
 - In the left-hand column will go your Key Date, Term, Historical Figure, Main Events, Historical States, and Geographic Features.
 - Hit **enter** and underneath write your identification or definition of the date, event, figure, or feature. Remember this **MUST** be in your own words.
 - In the right-hand column will go your defence and explanation of why you chose that particular date, event, figure, or feature.
 - Again hit **enter** and underneath explain why they are important in that particular historical period.
 - If an event, historical figure, or geographic feature you will need to find a picture or

map and insert it below

IV. Submission Instructions

- Once you have completed the notebook for the unit save the notebook in the following format [Last Name_HIST2301_Unit_Notebook]
- In Blackboard you will go to the Concise Historical Notebook assignment in the unit (Ancient, Classical, Late Antique, Mediaeval/Byzantine) and submit your notebook for grading.
- Notebooks will be submitted through SafeAssign to guard against plagiarism.

V. Due Dates

VI. Concise Historical Content Notebook Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Completion	5	3.75	2.5	1.25
Identification.	5	3.75	2.5	1.25
Explanation/Defense	5	3.75	2.5	1.25
Illustration	5	3.75	2.5	1.25
Formatting - Follows all directions	5	3.75	2.5	1.25
	25pts	18.75pts	12.5pts	6.25pts

Appendix IV: Books for Extra Credit Critical Reviews

Civilization Book Choices

- Who Were the Babylonian?* Bill T. Arnold. Atlanta: Society of Biblical Literature, 2004.
- Ancient Iraq*. 3rd Ed. Georges Roux. London: Penguin Books Ltd., 1992.
- The Indus: Lost Civilizations*. Andrew Robinson. London: Reaktion Books LTD, 2015.
- Monarchs of the Nile*. Aidan Dodson. Cairo: The American University in Cairo Press, 2005/2015.
- The Hittites*. O.R. Gurney. London: The Folio Society, 1999.
- The Sea Peoples: Warriors of the Ancient Mediterranean*. N.K. Sandar. London: Thames & Hudson, Ltd., 1986.
- Phoenicians*. Peoples of the Past Vol. III. Glenn Markoe. Berkeley, CA: University of California Press, 2000.
- A Brief History of Ancient Israel*. Victor H. Matthews. Louisville, KY: Westminster John Knox Press, 2002.
- The Might that was Assyria*. H.W.F. Saggs. London: Sidgwick & Jackson, 1984.
- Ancient Persia*. Matt Waters. Cambridge: Cambridge University Press, 2014.
- Ancient India*. 4th Ed. D.N. Jha. New Delhi: Manohar Publishers, 2020.
- Lords of Battle: The World of the Celtic Warrior*. Stephen Allen. Oxford, UK: Osprey Publishing Ltd., 2007.
- From Alexander to Cleopatra: The Hellenistic World*. Michael Grant. New York: Charles Scribner's Sons, 1982.
- Mauryan India*. 9th Ed. Irfan Habib & Vivekanand Jha. New Delhi: Tulika Books, 2019.
- Daily Life in the Hellenistic Age*. James Allen Evans. Norman, OK: University of Oklahoma Press, 2012.
- Carthage*. Revised Edition. B.H. Warmington. New York: Frederik A. Praeger Publishers, 1969.
- The Hasmoneans and Their State*. Electrum Vol. 16 Krakow: Jagiellonian University Press, 2010.
- The Ancient Romans*. Chester G. Starr. Oxford, UK: Oxford University Press, 1972.
- Ancient Rome: The Republic 753BC – 30BC*. Patricia Southern. Stroud: Amberley Publishing, 2012.
- The Roman Empire*. 2nd Ed. Colin Wells. Boston: Harvard University Press, 1992.
- The Establishment of the Han Empire and Imperial China*. Grant Hardy & Anne Behnke Kinney. Westport, CT: Greenwood Press, 2005.
- Everyday Life in Early Imperial China*. Michael Loewe. Indianapolis: Hackett Publishing Company, Inc., 2005.
- The Goths: Lost Civilizations*. David M. Gwynn. London: Reaktion Books LTD., 2017.
- Burgundians in the Mist*. Marc Comtois. Providence, RI: CreateSpace Independent Publishing, 2011.
- The Imperial Guptas and their Times*. S.K. Maity. New Delhi: Munshiram Manoharl Publishers Pvt. Ltd., 1975.
- The Late Roman Empire*. Glanville Downey. New York: Holt, Reinhart & Winston, 1969,1979.
- Sasanian Iran (224-651 CE)* Touraj Daryaee. Costa Mesa, CA: Mazda Publishers, Inc., 2008.
- Attila the Hun: Barbarian Terror and the Fall of the Roman Empire*. Christopher Kelly. Toronto: McArthur & Company, 2008.
- 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.
- Moorish Spain*. Richard Fletcher. New York: Henry Holt & Company, 1992.
- 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*. 2nd Ed. 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. New York: Crown Publishers, 2010.
- The Imperial Twilight: The Palaiologos Dynasty and the Decline of Byzantium*. Constance Head. Chicago: Nelson-

Hall Inc., 1977.

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: The American University in Cairo, 1990.
- Images of Nebuchadnezzar: The Emergence of a Legend*. 2nd Ed. Ronald H. Sack. Selinsgrove: Susquehanna University Press, 2004.
- Nabonidus and Belshazzar*. Raymond P. Dougherty. Eugene, OR: Wipf & Stock Publishers, 2008. Original 1928.
- The Extraordinary Voyage of Pytheas the Greek*. Barry Cunliffe. New York: Walker & Co, 2001 & 2002.
- Alexander the Great and his Empire*. Pierre Briant & Amélie Kuhrt. Princeton: Princeton University Press, 2010.
- Asoka Maurya*. B. G. Gokhale. New York: Twayne Publishers, Inc., 1966.
- The First Emperor of China*. Jonathon 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.
- 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*. 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.
- 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: 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)
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Appendix V: Extra Credit 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 a critical book reviews over a civilisation existing in the time period covered by our class, or on a biography of an important historical personage in the ancient or mediaeval period. Students may choose their book to review from the list of books in Appendix III. 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.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?
 - 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

- a) Short description of the subject, scope and the purpose of the book
- b) How does the author have the book structured?
- c) Outline the main thesis (central argument) of the book and any biases of the author.
- d) Evaluation of each chapters information and arguments.
- e) Important points brought up by the author in each chapter.
- f) Evaluate the strengths and weaknesses of the book.
- g) How well do the supplementary materials support the book.

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

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

h) What is your overall assessment and recommendation for this book

IV. Stages of Development

13 September – Civilization or Biography book chosen and confirmed with instructor

15 November – Book Review due. Turn in via Safe Assign.

V. Critical Book Review Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Introduction				
Introduces topic, coverage, and scope of the book	15	12	10.5	9
Shows knowledge of what audience the author wrote for [academia, students, general public etc...]	5	4	3.5	3
Comprehension				
Shows knowledge of books thesis or theses	30	24	21	18
Discusses each chapter of the book, and the main points/themes raised by the author in each.	40	32	28	24
Evaluates the strengths and weaknesses of the book	20	16	14	12
Assesses the overall success of the book	10	8	7	6
Conclusion				
Begins with “In Conclusion”	5	4	3.5	3
Effective restatement of the primary thesis of the book.	10	8	7	6
Final overall evaluation of the book and recommendation for reading audience.	5	4	3.5	3
Formatting.				
All formatting requirements followed correctly.	10	8	7	6
	150pts	120pts	105pts	90pts