

**SUL ROSS STATE UNIVERSITY**  
**SUMMER II 2024**

Matthew G Marsh  
HIST 2302 Sec 001  
Asynchronous Web-Delivered

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**WORLD HISTORY II: Since 1500**

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**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 & Comparative Approach*. Vol. II since 1600. Kenneth L. Campbell. (London: Routledge, 2012).

**Assignments:**

Reading Syntheses (5)	Primary Source Discussions (5)	Country Presentation (1)
Thematic Quizzes (4)	Attendance & Participation	

**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skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content  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:

Unit Quizzes (4) = SLOs 1-4	Reading Syntheses = SLOs 1,2 & 4
Primary Source Discussions = SLO's 1, 2 & 4	Concise Historical Notebooks = SLOs 1-5.
	Country Presentations = SLO's 1-5

## **Course Learning**

### **Outcomes**

Students who complete HIST 2302 with a grade of "C" or higher will be able:

- ❖ Be able to trace the historical development of early modern and modern civilizations including, but not limited to, the following: Ottoman Empire, Safavid Persia, Mughal Empire, Ming Empire, Qing Empire, Western and Eastern European nations through political, economic, socio-cultural developments.
- ❖ Be able to chart long-term historical & political trends in the World History since 1500
- ❖ Demonstrate knowledge of key historical events, movements and personalities in World History since 1500.
- ❖ 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.
- ❖ Demonstrate knowledge of the historical and political geography as related to the topics of World History since 1500.
- ❖ 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 Core Subjects EC-6 and 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** - 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.

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.

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

**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, LPC**

**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](mailto: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** - 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.” Students should treat their classmates with courtesy and respect. Students talking over others, using persistent profane or vulgar language or otherwise disrupting the class may be dismissed from the class.

**Cell Phone Policy**: TURN OFF ALL ELECTRONIC DEVICES. Use of electronic devices during the class is strictly prohibited and anyone who uses an electronic device may be asked to leave the class.

**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 2302:Subject of E-mail. Please allow 24-48 hours for a response.

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

**Make Up Quiz & Exam Policy**: Make 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 and a term research paper 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. (Use Spelling & Grammar Check).

**University Programs and Services SRSU Library Services**.: The Sul Ross Library offers FREE resources and services to the entire SRSU community.

Access and borrow books, articles, and more by visiting the library’s website, [library.sulross.edu](http://library.sulross.edu).

Off-campus access requires your Lobo ID and password. Check out materials using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

### **Learning Strategies, Styles, and Centers.**

Academic Success Center. 1st Floor Library: offers tutor or many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.

Academic Centre for Excellence (ACE) FH 214

(<http://www.sulross.edu/academic-center-excellence> ) Through the Centre, the University offers tutoring for many subjects, holds numerous workshops on developing better notetaking, reading, and study skills as well as assisting students with writing and test taking strategies.

**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 grade sheet 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.

**Lesson Structure:**

**Units:** There will be five units for the class- 16<sup>th</sup> Century, 17<sup>th</sup> Century, 18<sup>th</sup> Century, 19<sup>th</sup> Century, and 20<sup>th</sup> Century. Within each unit will be individual lessons with lectures, readings, and assignments. The conclusion of each unit will be a unit examination over the period covered.

**Lectures:** With each lesson 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:**

*Western Civilization: A Global and Comparative Approach*. Vol. II Since 1600. Kenneth L. Campbell. (London: Routledge, 2012.)

In addition to the Sul Ross Bookstore, Amazon.com, and other fine merchants. All supplemental readings will be provided via Blackboard.

**Assignments:**

With each lesson there 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:**

**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. (*See Appendix I for Complete Details*)

**Primary Source Readings & Discussion Boards:** With each unit will be reading a primary source document from one of the major civilisations covered that will have assigned questions to answer. Your answers to the questions will then be posted to the Blackboard Discussion Board and respond to at least two other posts. (*See Appendix II for Complete Details.*)

**Country Presentation:** Students will complete a country report presentations over a historical country which existed between the periods of AD 1500 to 1789. 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 further details*)

**Thematic Quizzes:** Our 16 lessons will be structured around 5 main units: the 16<sup>th</sup> Century, the 17<sup>th</sup> Century, 18<sup>th</sup> Century, 19<sup>th</sup> Century, and 20<sup>th</sup> Century, with each unit taking three-four

lessons each to complete. At the end of each unit you will complete a short quiz on that century. 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. The questions on each quiz will be delivered one at a time, in random order, with backtracking prohibited. Because of this, it means that these unit quizzes DO NOT require proctors. The quizzes are also open book and open note with a time limit of 45 minutes for completion

**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 III*. Limit of one per student. **Maximum of 100 points.**

**Grading Distribution:**

Assignment	Number	Points Ea.	Assignment Total Points
Reading Syntheses	4	75pts	300 pts
Primary Source Discussions	5	30pts	150 pts
Country Presentation	1	100pts	100 pts
Unit Quizzes	5	80pts	400 pts
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: 16<sup>th</sup> Century – Age of Exploration & Religion**

Lesson 1: Syllabus & Expectations; Civilisations of Interest and the State of the World in AD 1501; Islamic Nations in the 16<sup>th</sup> Century Pt. I

Textbook: Campbell – *Western Civ* Ch. 10, Reading attached in Lesson folder.

Lesson 2: Islamic Nations in the 16<sup>th</sup> Century Pt. II; World of East Asia,

Textbook: Campbell – *Western Civ* pg. TBA  
Islamic & East Asia Readings attached in Lesson folder.

Lesson 3: Expanding Horizons – Europe of the 16<sup>th</sup> Cen.

Textbook: Campbell – *Western Civ* pg. TBA  
Additional Readings attached in Lesson folder.

### **UNIT II: 17<sup>th</sup> Century –War and the Nation State**

Lesson 4: Apogee of the Islamic World - Ottomans, Safavids & Mughals in the 17<sup>th</sup> Century;

Textbook: Campbell – *Western Civ* pg. TBA  
Additional Readings attached in Lesson folder.

Lesson 5: The Thirty Years War, Rising Absolutism, and the Formation of Nation States in Europe.

Textbook: Campbell – *Western Civ* pg. TBA  
Additional Readings attached in Lesson folder.

Lesson 6: Imperial China in Transition: From Ming to Ch'ing.

Textbook: Imperial China Readings attached in Lesson folder

### **UNIT III: 18<sup>th</sup> Century – Enlightenment and Revolution**

Lesson 7: Fracturing of the Islamic World – Ottomans, Iran, and Mughal India in the 18<sup>th</sup> Century.

Textbook: Campbell – *Western Civ* pg. TBA;  
Additional Readings attached in Lesson folder.

Lesson 8: Imperial Apogee – Ch'ing Empire and China

Textbook: Imperial China Readings attached in Lesson folder.

Lesson 9: Enlightenment, Warfare, and Revolution in 18<sup>th</sup> Century Europe;

Textbook: Campbell – *Western Civ* pg. TBA.  
Additional Readings attached in Lesson folder.

### **UNIT IV: 19<sup>th</sup> Century – Rise of Imperial Europe**

Lesson 10: Napoleon - Empire and Defeat; Conservative Reaction from 1815 to 1848;

Textbook: Campbell – *Western Civ* pg. TBA.

Additional Readings attached in Lesson folder.

Lesson 11: American Developments; Industrial Revolutions.

Textbook: Campbell – *Western Civ* pg. TBA  
Additional Readings attached in Lesson folder.

Lesson 12: Ch'ing Empire in Decline, 19<sup>th</sup> Century Colonialism; Unifications and Alliances

Textbook: Campbell – *Western Civ* pg. TBA. Additional Readings attached in Lesson folder.

### **UNIT V: 20<sup>th</sup> Century – Rise of a Global World**

Lesson 13: Alliances to War; World War I - Western & Eastern Fronts; Oktober Revolution; Impact of Versailles;

Textbook: Campbell – *Western Civ* pg. TBA Additional Readings attached in Lesson folder.

Lesson 14: Rise of Totalitarianism; Road Back to War; World War II; New World Powers; Iron Curtain

Textbook: Campbell – *Western Civ* pg. TBA  
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 2302 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 Grade Sheet**

<b>Assignment Grade Topics</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
Evidence of Reading	22.5	16.875	11.25	5.625
Recognizes and Discusses Primary Themes of Reading	15	11.25	7.5	3.25
Recognizes and discusses impact of major historical figures	15	11.25	7.5	3.25
Evidence of Synthesis and Interpretation	15	11.25	7.5	3.25
Formatting	7.5	5	3.5	2
	<b>75pts</b>	<b>56.25pts</b>	<b>37.5pts</b>	<b>18.75pts</b>

## **Appendix II: Primary Source Readings & Discussion Board**

### **I: Learning Objective**

Primary Source readings are designed to expose students to the literature and thought of the early Modern and Modern World, highlight the socio-political differences between the Sixteenth and Twenty-First centuries 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 unit you will read an excerpt from a Primary Source from that century. 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. Primary Source Discussion Board Grade Sheet**

<b>Assignment Grade Topics</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
Recognizes and Discusses Primary Components	10	7.5	5	2.5
Answers all components of the Reflection Question	10	7.5	5	2.5
Evidence of Reading	5	3.75	2.5	1.25
Commented on Other Students Post	2.5	1.875	1.25	.625
Formatting	2.5	1.875	1.25	.625
	<b>30pts</b>	<b>22.5pts</b>	<b>15pts</b>	<b>7.5pts</b>

## **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
  - i. Type of Government (If multiple types, include all)
  - ii. Executive Functions/Legislative Functions
  - iii. Administrative Units (Provinces/States) and organization
- c. Military and Foreign Policy
  - i. Military organization
  - ii. Type of foreign policy
- d. The Culture
  - i. Main demographics of country (languages, ethnicities)
  - ii. Religious Divisions
  - iii. Radical movements and separatism
  - iv. Arts & Literature
- e. Economy
  - i. main industries and how they have changed
  - ii. 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. Country Report Grade Sheet

<b>Names:</b>	<b>Date:</b>
<b>Country:</b>	<b>Grade:</b>

### 1) Preliminary Matter

- A) Loss of 5 points for excessive spelling and grammar errors (10+) \_\_\_\_\_
- B) Loss of 5 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

<b>Assignment Grade Topics</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
A) Chronology of Key Events	5	4	3	2
B) The State (15pts)				
B1: Shows knowledge of how nation's government was organized and functioned during the time period.	10	9	8	7
B2: Discusses national and lower level administration.	5	4	3	2
C) Military & Foreign Policy				
C1: Discusses composition of military	5	4	3	2
C2: Evaluates overall foreign policy of nation during the time period.	10	9	8	7
D) Culture of Nation				
D1: Describes and explains main demographic components of the nation or state.	5	4	3	2
D2: Evaluates type of religious policies used by the state, types of religious beliefs found in nation/state.	10	9	8	7
D3: Investigates any radical or separatist movements that appeared during the time period.	5	4	3	2
E) Economy				
E1: Student has evaluated what the main industries were, and any changes to them during the time period.	5	4	3	2
E2: Illustrates what the main imports/exports of the nation or state were.	5	4	3	2
F) Wild Card				
Slide on information about the nation or state that interested the student.	5	4	3	2
G) Annotated List for Further Reading	10	9	8	7
H) Bibliography of Works Consulted	10	9	8	7
I) Formatting				
F1: Review Formatting	10	8	6	4
	<b>100pts</b>	<b>85pts</b>	<b>70pts</b>	<b>55pts</b>

## BOOK REVIEW IS FOR EXTRA CREDIT ONLY

### Appendix IV: Books for Critical Reviews

#### Civilization Book Choices

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

*The Ming Dynasty: Its Origins and Evolving Institutions.* Charles O. Hucker. (Ann Arbor, MI: University of Michigan – Centre for Chinese Studies, 1978.)

*The Age of Discovery, 1400-1600.* 2<sup>nd</sup> Edition. David Arnold. (London: Routledge, 2002.)

*Europe at War, 1600-1650.* David Maland. (Totowa, NJ: Rowman and Littlefield, 1980.)

*State and Society in Eighteenth-Century China: The Ch'ing Empire in its Glory.* Albert Feuerwerker. (Ann Arbor, MI: University of Michigan – Centre for Chinese Studies, 1976.)

*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 American Revolution.* M.J. Heale. (London: Routledge, 1986.)

*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

*Queen Elizabeth I.* Susan Doran. (New York: New York University Press, 2003.)

*Akbar. Makers of the Muslim World.* Andre Wink. (Oxford: Oneworld Publications, 2009.)

*Gustavus Adolphus.* 2<sup>nd</sup> Edition Michael Roberts. (London: Longman, 1992.)

*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.)

*Peter the Great.* Stephen J. Lee. (London: Routledge, 1993.)

*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.

## **Appendix V: Extra Credit Critical Book Review**

### **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 has the option to write a critical book review, for extra credit, 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.<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>

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

### **IV. Stages of Development**

5 July 2024 – Extra Credit Book Review due. Turn in via Safe Assign.

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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)

### V. Critical Book Review Grade Sheet

<b>Assignment Grade Topics</b>	<b>Distinguished</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>
<b>Introduction</b>				
I1: Introduces Topic, Coverage, and Scope of Book	10	7.5	5	2.5
I2: Shows Knowledge of authorial background	5	3.75	2.5	1.25
I3: Shows knowledge of what audience for whom the author is writing	5	3.75	2.5	1.25
<b>Comprehension</b>				
C1: Shows knowledge of books thesis or theses.	20	15	10	5
C2: Discusses each chapter of the Book, the main points raised by the author	20	15	10	5
C3: Evaluates the strengths and weaknesses of the book.	10	7.5	5	2.5
C4: Assesses overall success of authors thesis or theses.	10	7.5	5	2.5
<b>Conclusion</b>				
CN1: Begins with "In Conclusion"	1	.75	.50	.25
CN2: Effective restatement of thesis argument	5	3.75	2.5	1.25
CN3: Final overall evaluation of book, and recommendation for reading audience.	4	3	2	1
<b>Formatting</b>				
F1: Review Formatting	10	7.5	5	2.5
	<b>100pts</b>	<b>75pts</b>	<b>50pts</b>	<b>25pts</b>