

SUL ROSS STATE UNIVERSITY  
Fall 2024

Matthew G. Marsh  
HIST 4317 Sec V01  
Virtual Meeting  
MW 6:00-7:15pm

Office: LH 301  
Office Hours: M-F 10:00-Noon  
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## Ancient Middle East

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**Course Description:** *Special Topics – Ancient Middle East (3-0)*. A history of the broad Middle East from the 4<sup>th</sup> millennium to approximately 500BCE with a primary focus on Mesopotamia and Egypt. Examines the development of cities, state formation, migrations and conflicts, diplomatic and military developments of the region across several millennia.

**Required Texts:** *The Sumerians Lost Civilizations*. Paul Collins. (London: Reaktion Books, LTD, 2021.) ISBN: 978-1-78914-415-4

*Analysing Collapse: The Rise and Fall of the Old Kingdom*. The AUC History of Ancient Egypt Vol. II. Miroslav Bárta. (Cairo: The American University in Cairo Press, 2019.) ISBN: 978-977-416-838-3

*Hammurabi of Babylon*. Dominique Charpin. (London: Bloomsbury Academic, 2012/2021.) ISBN: 978-1350197787

*1177 B.C.: The Year Civilization Collapsed*. Revised and Updated. Eric Cline (Princeton: Princeton University Press, 2021.) ISBN: 978-1845119829

*King of the World: The Life of Cyrus the Great*. Matt Waters. (Oxford: Oxford University Press, 2023.) ISBN: 978-0190927172

**Recommended Texts:** *The New Penguin Atlas of Ancient History*. Colin McEvedy. London: Penguin Books Ltd., 2002. ISBN: 978-0-14-051348-6. (Available on the Internet Archive)

**Assignments:**

Syntheses & Questions (10)	Research Paper (1)
In-Class Discussions (10)	Critical Book Review (1)

**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 USA 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 will be assessed as follows:

- Examinations (2) will assess SLOs 1-4
- Primary Source Essays (3) will assess SLOs 1-5
- Critical Book Reviews will assess SLOs 1-5
- In-Class Discussions will assess SLO's 1-3

**Student Learning Outcomes:**

- Students who complete HIST 4317 with a grade of "C" or higher will:
- 1) Be able to trace the historical development of ancient civilizations including, but not limited to, the following: Sumer & Akkad, Babylonian, Assyrian, Egyptian, and Iranian through political, economic, socio-cultural developments.
  - 2) Be able to chart long-term historical and political trends in the Ancient Middle East up to the fifth century BCE.
  - 3) Demonstrate knowledge of key historical events, movements and personalities in the Ancient Middle East through the 5<sup>th</sup> century BCE.
  - 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) The development of critical thinking and writing skills through essay test questions, a research paper and critical book reviews.

**TExES Standards:**

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

**Course Requirements:**

**Academic Integrity**- Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

**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 student's responsibility to initiate a request each semester for each class. Students seeking accessibility services must contact:

**Mary Schwartze-Grisham, M.Ed./LPC**  
**SRSU Accessibility Services Director**  
**Counseling and Accessibility Services,**  
Ferguson Hall 112  
Mailing Address: P. O. Box C-122; Alpine, TX 79832  
Phone: (432) 837-8203  
E-mail: mschwartz@sulross.edu

OR

**Alejandra Valdez**  
**Title V Retention Specialist and Career Services Coordinator- Eagle Pass**  
Phone: (830) 758-5006  
E-mail: Alejandra.valdez@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.

**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 3304-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”.

**Libraries:** The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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 logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

**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**).

**SRSU Distance Education Statement:** Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. 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. Directions for filing a student complaint are located in the student handbook.

**Student Responsibilities** - All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the

requirements of such laws.

**Writing Tutoring:** Students needing assistance with writing are urged to use the services of the **SRSU Writing Centre**, found in Blackboard. If logged into Blackboard click: <https://shsu.blackboard.com/ultra/organizations/1957981/cl/outline>. 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.

**Contact:** Robin Alvarez, Writing Center Coordinator, [rka19ro@sulross.edu](mailto:rka19ro@sulross.edu)

Students in Alpine may also visit the **Lobo Den Tutoring Centre**, part of the Lobo Den Advising Centre, located in the Bryan Wildenthal Memorial Library first floor. The Tutoring Centre provides guidance in Writing, mathematics, Science, Spanish, and more.

**Contact:** Anthony Quintana, Coordinator of Tutoring Services, [anthony.quintana@sulross.edu](mailto:anthony.quintana@sulross.edu)

**Class 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.

**Course Assignments:** Reading Syntheses & Questions: History is a discipline based around written documents. Reading the text is a critical part of understanding the material and successfully completing the course. Each week you will be assigned a portion of one of the five main books, or a specific excerpt to read. You will write a two-to-three-page synthesis based on the readings for that lesson. Second, you must also write three critical questions that you have from the readings. These must be complete sentence questions, not one-word answer questions. *(See Appendix I)*

Term Research Paper: Each student will complete a 8-10 page research paper on a topic of Ancient Middle Eastern history between the period of 4,000-500BCE. There will be a library instruction session to familiarize you with the research tools available in the Bryan Wildenthal Memorial Library. Finished essays will be uploaded to Blackboard and run through SafeAssign. *(See Appendix II).*

Critical Book Review: Each student will complete a critical book review during the semester over 1177 B.C.: *The Year Civilization Collapsed* for the class. *(See Appendix III.)*

In-Class Discussions: For ten of the assigned readings, we will have an in-class discussion over the readings and the reading questions you developed while writing your syntheses.

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

Extra Credit: Students who attend a Lobo Literati League meeting will receive 20 points of extra credit with documented proof from Dr. Stein. Other extra credit opportunities during the semester will be noted by the instructor. Maximum of 60 points extra credit.

**Grading Breakdown:**

Assignment	Number	Points Ea.	Assignment Total Points
Reading Syntheses & Questions	10	30 pts	300 pts
Research Paper	1	250 pts	250 pts
Critical Book Review	1	200 pts	200 pts
In-Class Discussion	10	15 pts	150 pts
Attendance & Participation			100 pts
			1000 Total Points Possible

**Grade System:**

A = 1000 - 900

B = 899 - 800

C = 799 - 700

D = 699 - 600

F = 599 - 0 points

## Schedule of Lectures & Readings

### **Week I (15 January)**

Lecture: Syllabus, Introduction to course, Ancient Middle East Overview, Neolithic Revolution.

Reading: Collins, *The Sumerians*. Ch. 1 pg. 13-38 & Barta, *Analyzing Collapse*, Ch. 1 pg. 1-24.

Recommended: McEvedy. *Ancient History*

### **Week II (22 January)**

Lecture: Aspects of History in Ancient Middle East, Beginnings of Mesopotamian Civilisation.

Reading: Collins, *The Sumerians*. TBA; Barta, *Analyzing Collapse*, TBA

Recommended: McEvedy. *Ancient History*

### **Week III (27 & 29 January)**

Lecture: Uruk Phenomenon, Foundations of Egypt

Reading: Collins, *The Sumerians*. TBA; Barta, *Analyzing Collapse*, TBA

Recommended: McEvedy. *Ancient History*

### **Week IV (3 & 5 February)**

Lecture: Early Dynastic Period; Old Kingdom Egypt Pt. 1.

Reading: Collins, *The Sumerians*. TBA; Barta, *Analyzing Collapse*, TBA

Recommended: McEvedy. *Ancient History*

### **Week V (10 & 12 February)**

Lecture: Beginnings of Empire – Sargon of Akkad; Old Kingdom Egypt Pt. 2

Reading: Collins, *The Sumerians*. TBA; Barta, *Analyzing Collapse*, TBA

Recommended: McEvedy. *Ancient History*

### **Week VI (17 & 19 February)**

Lecture: Mesopotamian Empire – Ur III; Egypt & Intermediate Periods.

Reading: Collins, *The Sumerians*. TBA; Barta, *Analyzing Collapse*, TBA

Recommended: McEvedy. *Ancient History*

### **Week VII (24 & 26 February)**

Lecture: Migration, Language and the Amorites; Middle Kingdom Egypt.

Reading: Charpin, *Hammurabi* TBA .

Recommended: McEvedy. *Ancient History*

### **Week VIII (3 & 5 March)**

Lecture: Old Babylonian Kingdom; Middle Kingdom Egypt

and the Broader Middle East

Reading: Charpin, *Hammurabi* TBA.

Recommended: McEvedy. *Ancient History*

### **Week IX (10 & 12 March)**

Lecture: Migrations and Movements in the Middle East, the Hyksos and Egypt

Reading: Charpin, *Hammurabi* TBA .

Recommended: McEvedy. *Ancient History*

### **Week X (24 & 26 March)**

Lecture: Late Bronze Age – Brotherhood of the States

Reading: Readings in Blackboard.

Recommended: McEvedy. *Ancient History*

### **Week XI (31 March & 2 April)**

Lecture: Collapse of Civilisations; Beginnings of the Age of Empire - Assyrians

Reading: Readings in Blackboard.

Recommended: McEvedy. *Ancient History*

### **Week XII (7 & 9 April)**

Lecture: Neo-Babylonians and Beginnings of Ancient Iran

Reading: Readings in Blackboard; Waters *King of the World*. TBA.

Recommended: McEvedy. *Ancient History*

### **Week XIII (14 & 16 April)**

Lecture: Cyrus the Great and the Rise of the Achaemenid Empire

Reading: Waters *King of the World*

Recommended: McEvedy. *Ancient History*

### **Week XIV (21 & 23 April)**

Lecture: Darius I and the Refining of Empire

Reading: Waters *King of the World*

Recommended: McEvedy. *Ancient History*

### **Week XV (28 & 30 April)**

Lecture: State and Society in Achaemenid Iran

Reading: Waters *King of the World*

Recommended: McEvedy. *Ancient History*

### **Week XVI (2 & 5-7 December)**

Final Examination. Date TBA

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

## Appendix I: Reading Syntheses & Critical Thinking Reading Questions

### **I: Learning Objective**

The book readings are designed to introduce students to the varied civilisations of the Early Modern Period, highlight the socio-political differences between the 17<sup>th</sup> and 19<sup>th</sup> centuries., and promote critical thinking. 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 you will an assigned reading, either from one of the required books or from an excerpt posted by the instructor. After reading the assigned pages, first, write a two-three-page synthesis of the topics and information found in the textbook readings. A synthesis is 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.

Second, you must also write three questions that you have from the readings. These must be complete sentence questions not one word answer questions. Questions will be discussed as part of the in-class discussions.

### **III. Format**

Assignments need to be completed in Microsoft Word. All pages to be double-spaced and using 12pt Times New Roman or Cambria font.

- Your Name, Date, HIST 4317 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 synthesis
- NO QUOTES FROM THE TEXTBOOK OR READINGS IN THE SYNTHESIS

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

<b>Assignment Grade Topics</b>	<b>Accomplished</b>	<b>Proficient</b>	<b>Developing</b>	<b>Needs Improvement</b>
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
Written Three Critical Thinking Questions	5	4	3.5	3
Formatting	2.5	2	1.75	1.5
	<b>30pts</b>	<b>24pts</b>	<b>21pts</b>	<b>18pts</b>



## Appendix II: Term Research Paper & Presentation

### I: Learning Objective

The term research paper is designed to build knowledge and skills related to the study of history including but not limited to: research skills, knowledge of library resources in historical research, evaluation of sources, historical interpretation and synthesis, reading comprehension, critical thinking, time management and writing in standard English, public speaking and presentation skills.

### II. Research Paper Directions

1. Each student will write an original research paper on a topic in Ancient Middle Eastern history between the years of 4,000-500BCE.
  - a. **Your topic must be approved by the instructor** (A listing of possible topics may be found in Appendix IV).
2. A minimum of five sources must be used in the paper. Sources must be available in print or EBSCO E-book/article format from the Bryan Wildenthal Memorial Library or via Inter-Library Loan (ILL).  
**WIKIPEDIA OR OTHER ONLINE SOURCES MAY NOT BE USED IN THIS PAPER.**
3. The research paper must be a minimum of 8 pages long.
  - a. The 8 pages DOES NOT include the title page or the bibliography.
  - b. Research Paper must include an introduction, a conclusion beginning with “In Conclusion” and a thesis (topic) statement.
4. The research paper is an individual assignment. **No co-written papers.**

### III. Research Presentation Directions

1. Each student will present their research findings to the class in a 8-10min presentation.
2. Take your research findings for your paper and create a powerpoint presentations for the class, introducing us to your topic and thesis.
3. The presentation must cover the same major points as your research paper.
4. Must include a Title Slide with an original title, your name, HIST 4317, and the date.
5. Must include slides with a bibliography of your sources, and a slide with suggestions for further reading.
6. Illustrate your slides with visuals that support your thesis or our understanding of your topic

### IV. Research Paper Format

- Turabian format and footnote citation will be used.
- All pages must be double spaced and in 12 pt. font, either Time New Roman or Cambria.
- **Title Page:** Must include original title, name and date centred on page
- **Main Text:** Must include an introduction and conclusion. All source citations whether directly quoted or paraphrased 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.  
**WIKIPEDIAS AND ONLINE SOURCES ARE PROHIBITED.**

### V. Research Presentation Form

- MS Powerpoint must be used
- Title Page must have original title, name, HIST 4317, and date
- Must use audio/visual elements appropriate to your research topic to illustrate your presentation.
- Must include a bibliography of sources used that corresponds to your research paper bibliography.
- Must include suggestions for further readings.

## VI. Easy Ways to Fail the Research Paper

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

## VII. Stages of Development

Sections of the research paper will be due on the following schedule:

- ❖ Monday 20 January – Research Topic chosen (20pts)
- ❖ Monday 10 February – Bibliography choices turned in (30 pts)
- ❖ Monday 10 March – First draft of research papers turned in (50 pts)
- ❖ Wednesday 9 April – Research Presentations presented to class.
- ❖ Monday 21 April – Research Papers Due by 11:59PM.

## VIII. Term Research Paper & Presentation Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
<b>Introduction</b>				
Introduces topic, coverage, and scope of the book	15	12	10.5	9
Details main topics of paper	10	8	7	6
<b>Comprehension</b>				
Clear thesis statement	20	16	14	12
Develops thesis throughout paper through historical argument.	30	24	21	18
Uses sources to support thesis arguments	25	20	17.5	15
Shows ability to offer synthesis of historical material	15	12	10.5	9
Integrates sources into paper	15	12	10.5	9
<b>Conclusion</b>				
Begins with “In Conclusion”	5	4	3.5	3
Effective restatement of the primary thesis of research paper.	15	12	10.5	9
<b>PRESENTATION</b>				
MS PPT presentation.	5	8	7	6
Clear thesis statement	15	12	10.5	9
Presentation supports thesis argument.	25	20	17.5	15
Supports presentation with appropriate visual documentation	5	4	3.5	3
	<b>250pts</b>	<b>160pts</b>	<b>140pts</b>	<b>120pts</b>

## Appendix III: 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 3-4 page critical book review over *1177 B.C.: The Year Civilization Collapsed*. No other book selections are accepted for this course's critical book review.

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 the following formatting:

- Two columns to a page
- Double-spaced
- 12pt Times New Roman or Cambria font.

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

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

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

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

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

#### IV. Due Date

2 May 2025 – Completed book review due. Turned in thru Blackboard, checked for plagiarism via SafeAssign.

#### V. Critical Book Review Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
<b>Introduction</b>				
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
<b>Comprehension</b>				
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
<b>Conclusion</b>				
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
<b>Formatting.</b>				
All formatting requirements followed correctly.	10	8	7	6
	<b>200pts</b>	<b>120pts</b>	<b>105pts</b>	<b>90pts</b>