

SUL ROSS STATE UNIVERSITY
FALL 2026

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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: *World History, Volume 1: to 1500.* Ann Kordas, et al., (Houston, TX: OpenStax – Rice University, 2023.)
Available with OpenStax: <https://openstax.org/details/books/world-history-volume-1>

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 Questions (10)	Gilgamesh Readings & Analyses (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skills in a logically organized, written paper that is mechanically correct and supported by relevant documentation of historical content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 Questions = SLOs 1,2 & 4
Gilgamesh Analyses = SLO's 1, 2&4

Concise Historical Notebooks = SLOs 1-5.
Critical Book Review = SLOs 1-5

**Core Curriculum
SLO's**

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

Communication: Students will develop communication skills to include effective development, interpretation and expression of ideas through written, oral, and visual communication.

**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.

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 Integrity and A.I. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Use of large-language model A.I. programs such as Chat GPT, Copilot, Lumo, or others to write essay assignments is considered a form of plagiarism and academic dishonesty. 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:

Tiffany Telesca, 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: tiffany.telesca@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.

A.I. and Sul Ross State University

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

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. In an online anytime course, attendance is considered logging into the course, completing and participating in assignments, and submission of required assignments.

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.

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”.

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/. 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), 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/ or ask a librarian by emailing 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/195798_1/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

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

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:

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:

World History, Volume 1: to 1500. Ann Kordas, et al., Houston, TX: OpenStax – Rice University, 2023.

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, *World History, Volume 1* is available for no charge on the OpenStax website. *The Epic of Gilgamesh* is 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: **Reading Questions:** 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 complete critical thinking questions based on the textbook, and/or supplementary readings for that lesson. (*See Appendix I for Complete Details*)

Gilgamesh Readings & Analyses: 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* and answer analytical critical-thinking questions over the reading. (*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 20 points of extra credit with documented proof from Mr. Marsh. Other extra credit opportunities during the semester will be noted by the instructor. Maximum of 60 points extra credit.

Other extra credit opportunities that arise during the semester will be noted by the instructor. Students may receive a maximum of 60 points extra credit.

Grading Distribution:

Assignment	Number	Points Ea.	Assignment Total Points
Chapter Reading Questions	10	40pts	400 pts
Thematic Quizzes	4	75pts	300pts
Gilgamesh Analyses	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: Kordas – *World History* pg. tba, Additional Readings attached in Lesson folder.

Week 2: Near Eastern Civilizations to the 2nd Intermediate Period,

Readings: Kordas – *World History* pg. tba,; 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: Kordas – *World History* pg. tba,. Additional Readings attached in Lesson folder.

Week 5: Iron Age States and the Rise of Empire – Assyria, Babylonian, Achaemenid Persia;

Textbook: Kordas – *World History* pg. tba,. Additional Readings attached in Lesson folder.

UNIT II: Classical World

Week 6: Archaic and Classical Greece, Age of Alexander; the Diadochi.

Textbook: Kordas – *World History* pg. tba,. Additional Readings attached in Lesson folder.

Week 7: Hellenistic Kingdoms, Mauryan India, First Empire of China

Textbook: Kordas – *World History* pg. tba,; Additional Readings attached in Lesson folder.

Week 8: Rise of Rome – Monarchy to Republic; Rome & the Hellenistic Kingdoms; Parthian Empire

Textbook: Kordas – *World History* pg. tba,; Additional Readings attached in Lesson folder.

Week 9: Rome - Expansion & Pax Romana; Kushanas; Han Empire of China

Textbook: Sharma – *Ancient India*, Gernet – *Chinese Civilisation*, Kordas – *World History* pg. tba,; 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: Kordas – *World History* pg. tba; 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* , Kordas – *World History* pg. tba,. Additional Readings attached in Lesson folder.

Week12: Rise of Islam; T'ang China

Textbook: Kordas – *World History* pg. tba,. Additional Readings attached in Lesson folder.

UNIT IV: Mediaeval Byzantine World

Week 13: Survival of Byzantium; Charlemagne and Western Europe;

Textbook: Kordas – *World History* pg. tba. Additional Readings attached in Lesson folder.

Week 14: Islamic Near East and the Middle Byzantine Empire; Norman Conquest and the Plantagenets;

Textbook: Kordas – *World History* pg. tba,. Additional Readings attached in Lesson folder.

Note: Thanksgiving Holiday – University Closed Thursday 26 Noviembre 2026. Lecture Powerpoint posted to Blackboard.

Week 15: Crusades, Song China; Genghis Khan & the Mongolian State; End of the Medieval World

Textbook: Kordas – *World History* pg. tba,. Additional Readings attached in Lesson folder.

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

Schedule of Assignments & Exams

Week	Assignment	Due Date	Completed
Week 1	Syllabus Quiz	Monday 31 August by 11:59pm	
	Introductions		
	Gilgamesh #1		
Week 2	Reading Questions #1	Tuesday 8 September by 11:59pm	
	Gilgamesh #2		
Week 3	Reading Questions #2	Monday 14 September by 11:59pm	
	Gilgamesh #3		
Week 4	Reading Questions #3	Monday 21 September by 11:59pm	
	Gilgamesh #4		
	Concise Historical Notebook #1		
Week 5	Reading Questions #4	Monday 28 September by 11:59pm	
	Gilgamesh #5		
	Unit #1 - Quiz		
Week 6	Reading Questions #5	Monday 5 October by 11:59pm	
	Gilgamesh #6		
Week 7	Reading Questions #6	Monday 12 October by 11:59pm	
	Gilgamesh #7		
Week 8	Reading Questions #7	Monday 21 October by 11:59pm	
	Gilgamesh #8		
	Concise Historical Notebook #2		
Week 9	Reading Questions #8	Monday 28 October by 11:59pm	
	Gilgamesh #9		
	Unit #2 - Quiz		
Week 10	Reading Questions #9	Monday 2 November by 11:59pm	
	Gilgamesh #10		
Week 11	Reading Questions #10	Monday 9 November by 11:59pm	
	Gilgamesh #11		
	Concise Historical Notebook #2		
Week 12	Reading Questions #11	Monday 16 November by 11:59pm	
	Gilgamesh #12		
	Unit #3 - Quiz		
Week 13	Reading Questions #12	Monday 23 November by 11:59pm	
Week 14	Thanksgiving Week - No Class		
Week 15	Concise Historical Notebook #3	Wednesday 2 December by 11:59pm	
Week 16	Unit #4 - Quiz (Final Exam)	TBA (4 or 7-10 December)	

Appendix I: Reading Questions

I: Learning Objective

The reading questions are 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

Out of the assigned readings for each week there will be three chapters will be chosen. After reading the assigned chapter answer the two critical thinking questions provided in clear concise paragraph of 200 words per question.

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 2301 and the assignment number need to be in the upper right-hand corner of the page.
- Chapter Title on next line, centred
- Label each answer with the question number.
- NO QUOTES FROM THE READINGS IN THE ANSWER

IV. Reading Questions Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	10	8	7	6
Recognizes and answers primary themes of question	6	5	4.25	3.5
Recognizes and discusses impact of major historical figures	6	5	4.25	3.5
Answer is historically accurate and correct to question.	8	6.4	5.6	5
Evidence of Synthesis and Interpretation	6	5	4.25	3.5
Formatting	4	3.2	2.8	2.5
	40pts	32pts	28pts	24pts

Appendix II: *Gilgamesh* Readings & Analysis Questions

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. After reading you will answer 4-6 questions based on the tablet reading for the week. Your answers must be a minimum of one paragraph (300-350 words) in length for each question. You may use short quotations from the tablet reading to support your answers. Keep in mind though that these quotations should be short, the goal is to support your answer/argument, not use quotations to meet the length requirements. Answers of one- or two-word banal responses, OR answers that are primarily quotations from *Gilgamesh* will earn you an automatic “F” for that week’s *Gilgamesh* Analyses.

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* Reading & Analyses Grade Sheet

Assignment Grade Topics	Distinguished	Accomplished	Proficient	Developing
Evidence of Reading	5	4	3.5	3
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
Incorporates evidence from tablet to support answers.	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. 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.
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- The Crisis of Medieval Russia: 1200-1304*. John Fennell. London: Longman, 1983.
- The Mongols. Peoples of Europe*. David Morgan. Oxford, UK: Blackwell Publishers, 1986.
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Biography Book Choices

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- 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.* Jonathan 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.
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- Charlemagne.* Allen Cabaniss. New York: Twayne Publishers, 1972.
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- Queen of the Conqueror: The Life of Matilda, wife of William I.* Tracy Borman. New York: Bantam Books, 2012.
- The Quest for El Cid.* Richard Fletcher. New York: Alfred A. Knopf, 1990.
- King Stephen 1135-1154.* 3rd Ed. R.H.C. Davis. London: Longman, 1990.
- Matilda: Empress, Queen, Warrior.* Catherine Hanley. New Haven, CT: Yale University Press, 2019.
- Henry II Plantagenet.* John Schlicht. New York: Twayne Publishers, 1973.
- Eleanor of Aquitaine: Queen of France, Queen of England.* Ralph V. Turner. New Haven, CT: Yale University Press, 2009.
- Saladin: The Sultan and His Times 1138-1193.* Hannes Möhring. Baltimore, MD: The John Hopkins University Press, 2008.
- Chinggis Khan.* Makers of the Muslim World. Michal Biran. Oxford, UK: Oneworld Publications, 2007.
- The Immortal Emperor.* Donald M. Nicol. Cambridge: Cambridge University Press, 1994.
- Richard III: The Maligned King.* Updated Ed. Annette Carson. Stroud, UK: The History Press, Inc., 2013.

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

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

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

IV. 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