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| Total War Europe History 327 Fall 2014 | Meeting Room: 135 OSH Meeting Times: Tu & Th 3:30-4:45 |
| <p>Office Hours Mondays, 1:00-3:00 PM (in 420 Andruss) Wednesday, 4:00-6:00 PM (in OSH 132)</p> <p>Written Communication All written communication with students occurs through your huskies.bloomu.edu account and <u>and</u> BOLT → News</p> <p>Please note: the times above are reserved solely for my students. I am on campus nearly every day and available as long as I am not in a meeting in the TALE Center Office, 420 Andruss Library.</p> | <p style="text-align: center;">L. M. Stallbaumer-Beishline, Ph.D.</p> <p style="text-align: center;">Old Science Hall Office: 132 OSH Office Phone: 570-389-4979</p> <p style="text-align: center;">*TALE Center Office: 420 Andruss Library TALE Office Phone: 570-389-4310</p> <p style="text-align: center;">Email: Lstallba@bloomu.edu</p> <p>*I serve the university as the Director of the Teaching and Learning Enhancement Center, and so I have a second office where I can be found and contacted.</p> |

Learning and teaching is a responsibility shared by the professor and the students.

- ✘ My responsibility as the teacher is to provide expert knowledge, a stimulating environment in which to learn, identify learning goals and explain how they will be accomplished, and timely feedback on your progress as you test your competencies.
- ✘ Your responsibility as the learner is always to be prepared for class, successfully complete reading and writing assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allows you to recall lessons and apply to real life situations years into the future. Learning results from individual endeavor and engagement; it is entirely your responsibility.

My promise: If you fulfill your responsibilities as a learner, upon completion of this course you will be able:

- ✘ To evaluate primary and secondary sources to determine the origins of World War I and II in Europe (achieved through study, discussion, and essay-writing).
- ✘ To construct convincing, plausible historical interpretations orally and in writing after analysis of assigned primary and secondary sources (achieved by studying writing tutorials, discussion, and drafting essays) of the following questions:
 - What were the origins of European war in 1914 and 1939-1941?
 - What was the impact of Total War on European society especially with respect to war conduct and genocide?
 - How did civilians experience total war?
 - How and why did totalitarian movements seize power in the total war era? How did they wield power? Were they self-destructive?

How will we fulfill the teaching and learning goals?

- ✘ Pose open-ended historical questions that you will be asked to contemplate and respond.
- ✘ Explore the meanings of primary and secondary sources to arrive at independent, plausible interpretations of the historical questions.
- ✘ Advance convincing, plausible interpretations to open-ended questions following conventions in historical writing and standards of the profession.

- ✦ Study, examine, critique, and discuss primary and secondary sources. **Primary sources** are documents (i.e. decrees, memos, letters, images, etc) originating from the historical time period or produced by those involved (e.g. trial testimony, diaries, memoirs). **Secondary sources** are the historians' interpretations of the past drawing upon primary sources and other historians' essays and books. Secondary sources will include my lectures, several monographs, and additional historical essays or book chapters.
- ✦ Study writing conventions historians follow to put forth plausible interpretations of the past and practice these conventions through formal writing assignments.

Communication:



All course materials are found in **BOLT** <https://bolt.bloomu.edu>. All written communication is completed through your BU email address so you must access that account routinely. Any alterations to the course syllabus, meeting times, etc will be announced as a news item in BOLT and with a group email @huskies.bloomu.edu. Please ask questions if any instruction is unclear. I maintain a web site on learning and teaching history: <http://facstaff.bloomu.edu/lstallba>. You will find tutorials there that are useful about to write history essays. In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BOLT; however, reading materials can only be accessed through BOLT → Content.



Technology Requirements & Policies



- Make sure that you routinely update your browser (e.g. IE Explorer, Google Chrome, Mozilla, Safari) to the newest versions that support BOLT. If you have trouble accessing BOLT in one browser, try another.
- High-speed internet (no dial up). Be aware that wireless connections can be slower.
- You know how and are able to access all course materials from BOLT. Some course materials are Flash and not supported by some Apple products or Google Chrome.
- **Use Microsoft Word to upload all written work to BOLT or to me (i.e. file extension is a .doc or .docx).**



Cell Phone, Tablets, Laptops, etc. . . . Policy

Put your cell phone in silent mode upon beginning class and keep it in your pocket, purse or school bag or place face down on your desk. By the way, leaving class to answer a cell phone call or text a message is an equally inappropriate use of class time.

If you bring a laptop, please have a G-rated screen saver. If you have either a laptop or mobile device in class, you are not allowed to game, check or send emails, check facebook, etc. Of course, you are permitted to use them for class related activities.

Consequences? You will be asked to leave the class if you are found to be reading a text message, texting, listening to music, listening to a message, sending or checking email, gaming, etc. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.



Required Texts & Readings

Please note: on the days in which these materials are discussed, you must bring them to class. As you contribute to discussion, you are going to be asked to share page numbers, read passages, etc.

Pauley, Bruce. *Hitler, Stalin, and Mussolini: Totalitarianism in the Twentieth Century.* 3rd ed. New York: Wiley, 2008.

Proctor, Tammy M. *Civilians in a World at War, 1914-1918.* New York: New York University Press, 2010.

Williamson, Samuel R., and Russel Van Wyk. *July 1914: Soldiers, Statesmen, and the Coming of the Great War: A Brief Documentary History.* The Bedford Series in History and Culture. Boston: Bedford, 2003. This book is out of print. However, used copies can be purchased online for less than \$20; scanned chapters will be available in BOLT.

Required Additional Source Materials

ACCESSED through BOLT → Content →

Either Assigned Readings and **Study Guides** or → Recorded Lectures

- **Study Guide** *July 1914*
- "Reflections on Warfare"
- Documents on the Origins of World War II
- **Study Guide**, Documents on the Origins of World War II
- What were the events on the "Road to World War II"? (Recorded Lecture; approximately 50 minutes)
- Timeline, Origins of World War II
- Beck, "The Allied Bombing of Germany ... "
- Beaven and Thoms, "The Blitz and Civilian Morale ..."
- Gregor, "*Schicksalsgemeinschaft?* Allied Bombing,..."
- Antisemitism, Racism, and Prejudice (Recorded Lecture; allow approximately 1 hour)
- The Decision to Kill (Recorded Lecture; allow approximately 1 hour)
- Förster, "Total War and Genocide"
- Bartov, "Industrial Killing"



Assessment of Student Learning



Deadlines for Assessment Pieces are Listed in the Schedule of Assignment Deadlines, Readings, Class Meetings located Below

Attendance

You are expected to attend class but you earn no points simply for being present. If you have a documented medical excuse, military service, varsity sports (or other reasonable absence listed below in the attendance policy) that includes a legible name, date, and phone number whom can be contacted by me, you may make up missed discussions. It is your

responsibility to contact me to find out what to do.

History Writing Reflection Piece (0-5 points)

- Study History Writing Tutorials in BOLT → Content → History Writing (allow approximately 1.5 hours)
- Each tutorial lasts approximately 10 minutes or less depending upon your reading speed. Be sure to read for comprehension.
- Even if the tutorial indicates that you should turn in the quiz results, you do not need to do that unless you want additional proof that you completed the tutorial. (Take a screen shot and save it.)
- After Completing the Tutorials, compose a single page, single spaced informal reflection piece addressing the following:
 - Identify your greatest strengths and weaknesses in composing historical essays.
 - Describe at least one idea that you learned about each of the tutorial topics.
 - Identify at least three writing skills that you plan to develop while drafting essays for this course.

Two Online Foundational Knowledge Quizzes

Quiz I (points t.b.d, not to exceed 10)

- Any content that we have studied up to the opening of the quiz will be fair game.
- Tests your ability to recognize correct sequence of events
- Tests your ability to define the roles that historical individuals played in events
- Tests your ability to identify and know the significance of events
- Drawn from in-class lectures, recorded lectures (if relevant), notes from readings and discussions
- Timed quiz (probably no more than 30 minutes) with limited availability; start quiz early enough to complete it by the deadline
- See calendar below for deadline
- The results of the quiz will not be made available until after the exam deadline has passed

Quiz II (points t.b.d, not to exceed 10)

- Any content that we have studied up to the opening of the quiz will be fair game. Tests your ability to recognize correct sequence of events
- Tests your ability to define the roles that historical individuals played in events
- Tests your ability to identify and know the significance of events
- Drawn from in-class lectures, recorded lectures (if relevant), notes from readings and discussions
- Timed quiz with limited availability; start quiz early enough to complete it by the deadline
- See calendar below for deadline
- The results of the quiz will not be made available until after the exam deadline has passed

Discussion-Participation Grade

(approximately 0-48 points; 0-3 points for each discussion)

- We will discuss the meaning and interpretation of primary (documentary) and secondary (historical interpretations) sources on specific subjects that are either deserve in-depth attention. Naturally, you are expected to have studied, not just read the material assigned.
- Discussion allows students to think through the material with their classmates; the professor serves as a facilitator to keep students on track.
- Questions to guide your reading of document collections can be found in the syllabus calendar below and in the document log entry assignments. Discussion is not limited to those

questions.

- Always have the discussion material in front of you; be prepared to explain how you arrived at an interpretation or why you are raising questions by making reference to specific documents, page numbers, paragraphs. **I recommend hard copies, not electronic copies. Studies show retention and engagement with reading improve with marked up hard copies.**
- In order for everyone to benefit from discussion, everyone should be engaged. If you have a serious and legitimate problem with shyness, you should discuss this with me at the beginning of the semester. Or if you tend to learn best by listening, then we need to discuss this.
- How is discussion graded? Participation can take the form of responding to questions posed by the professor or your classmates; asking questions to clarify any confusion that you have about the content of the readings or the ideas they generate; offering your interpretation of questions and documents.
 - 0 points if you are absent; sleeping in class, texting, using your laptop or tablet for non-class related things;
 - 1.5-2 points if you attend discussion but never speak; if what you say is totally irrelevant or clearly un-informed by having read the primary and secondary sources;
 - 2.25 points if you make at least one relevant contribution that is informed by the readings;
 - 2.5 points if you make at least two relevant contributions that is informed by the readings;
 - 3 points if you make three or more relevant contributions that are informed by the readings.
- Upon completion of each discussion, students will submit a self-assessment of their participation which will be compared to my perceptions.
- **Stuff happens option:** we all have bad days, fail to engage or get overwhelmed with work, and cannot prepare adequately. Your lowest discussion grade will be dropped at the end of the semester. If you miss a discussion, this will be the lowest grade dropped. So it is better to attend and be ill-prepared, than not to attend.

Tips on Preparing for Discussion:

If the discussion centers on primary sources (e.g. diaries, memoirs, memos, correspondence, speeches, etc.), you should do the following:

- Allow time to read the documents more than once. The ideas and vocabulary may be quite alien to you, and a single reading will not allow you genuinely to contemplate their meaning, let alone think about the documents in the context of other primary and secondary sources. The quality of your written work and discussion participation will undoubtedly suffer if you read at a superficial level.
- Take notes to determine the **context** of the document: Who wrote/spoke it? Why? When? What are the major points/ideas contained in the document? How reliable is the primary source? How does it help us address the discussion questions (listed in the syllabus or posed in the document log entries)? Which sources are more reliable and why?
- When taking notes, cite page numbers so that during discussion you can refer to them and encourage the class to consider the evidence with you. Also you can reference those page numbers later for writing assignments.
- Be certain that when you take notes that you authentically paraphrase or summarize so that you do not unintentionally plagiarize sources if you then draw upon those notes to write assignments.

If the discussion revolves around secondary sources, then you must consider how convincing historians are in presenting their interpretations.

- Familiarize yourself with the author's thesis and the major points of his/her arguments or interpretation.
- Identify transitions between major points in essays or book chapters to determine how

the interpretation is structured.

- Identify what evidence (primary or secondary) or factual details that the author uses to support his/her interpretations.
- Determine if the author places his/her interpretations into any historiographic context that should provide clues to his/her working assumptions and research methods.
- Markup the text, take notes and cite page numbers so that during discussion, you can refer to them.
- Consider how convincing the author's interpretation of an event or historical question is. While you may be a novice, trust your instincts and ability to judge the merits of secondary sources. No interpretation is without flaws and some are outright controversial.
- What are the author's qualifications, working assumptions, and potential biases? Historians cannot avoid being shaped by their environment (time period in which they live, socio-economic background, ethnicity, gender, etc), what primary sources were accessible, previous research by other scholars, and so forth. You must try to read between the lines because two or more scholars can look at the same document and not necessarily arrive at the same conclusions.
- Ultimately, you will be partially relying upon the secondary sources to compose formal essays assigned during the semester.
- Allow time to study the secondary sources, at least portions of them, more than once for the same reasons that you should read documents more than once.
- Be certain that when you take notes that you authentically paraphrase or summarize so that you do not unintentionally plagiarize sources.

Two Historical Essays (Each worth 50 points; Estimated Length 7-10 pages)

General Guidelines that apply to essays:

- ✘ **Know your Audience.** Your essay should be written so that any intelligent person having a limited understanding of the era could read it and comprehend the subject matter. Do not assume the reader knows the essay question, the assignments, what happened in class, or is your professor; still understand that the primary reader of your essay, me, knows what kind of primary and secondary source evidence you had at your disposal.
- ✘ Understand that writing a historical essay is a rhetorical exercise, and the goal is to persuade the reader of your interpretation. Your essays must be plausible. Common factors that undermine plausibility: regurgitating lecture notes or textbook; heavy reliance on a small number of sources; ignoring primary or secondary sources that could undermine interpretations; relying more heavily on secondary sources when primary sources are available; failing to contextualize the evidence; dumping data or facts without analyzing it; telling a story or describing what happened chronologically rather than advancing an interpretation.
- ✘ No outside research is required; your assigned readings of primary and secondary sources will provide you with sufficient evidence to advance plausible interpretations.
- ✘ Follow conventions of writing historical essays.
- ✘ History Writing tutorials and History Writing Reflection Piece were created as separate assignments in order to encourage you to learn more about history writing. In addition, you will understand my expectations for writing history essays which are standards in the profession.
- ✘ Your essay should have an introductory paragraph that ends with a thesis (not focus) statement, a body of several paragraphs that begin with paragraph topic sentences that further your thesis, and a conclusion that restates the main points of your thesis. Be sure that your thesis answers fully the question being posed in each essay.

- ✘ Direct quotations should be used yet sparingly and judiciously to reinforce your interpretation. Quotations, paraphrases, **and** summaries of ideas must be cited unless it is common knowledge.
- ✘ Must be submitted to BOLT as a Microsoft Word document, i.e. it should end with a .doc or .docx or rtf
- ✘ DO **NOT** PUT YOUR NAME ON YOUR ESSAY OR IN THE HEADER/FOOTER so that I may grade blindly. Your name should only appear on the back of the last page.
- ✘ Your answer should be in essay format and include page numbers, standard 1 inch margins, typed, double-spaced, and in Verdana 10 point font or Times New Roman 12 point font. Be sure to set your default font!
- ✘ **FOOTNOTES are required.** No parenthetical or endnote citations. Bibliography is unnecessary.
- ✘ Number of pages are an approximation, so please do not fill pages simply to achieve a magical number. Also, you may need to exceed the approximations but be certain that the excess is not due to wordiness or to a failure to make choices about what is the most convincing evidence.
- ✘ **TWLEVE-HOUR Rule:** If you would like feedback, please share drafts (partial or complete) with me at least 12 hours in advance in order to get feedback. Or at least discuss how you plan to tackle the essay questions. I am here to help, not so much to help you make the grade, but to help you improve your writing skills.
- ✘ Rubric and grading standards are located at the end of this syllabus.

Essay 1: select a or b

- a. Drawing upon the working assumption that "individuals, not anonymous forces, make the decisions for war" (p. 4), Williamson and Van Wyk examine how civil-military relations may have contributed to war in July 1914. Advance an interpretation responding to the central question driving Williamson and Van Wyk: "Did military considerations dictate political decisions in July 1914, and were governments forced to war because of military pressures?" (p. 3) Tip: your interpretation must be based upon an analysis of primary and secondary sources.
- b. The assignment of war guilt for World War I was easy for the peacemakers in 1919, but subsequent scholars have challenged not only their assignment of guilt but have also suggested a more appropriate word would have been responsibility. Evaluate the degree of guilt or responsibility of the following belligerents: Serbia, Austria-Hungary, Germany, Russia, Italy, France, and Great Britain, and to advance your own interpretation about the origins of the First World War. Tip: your interpretation must be based upon an analysis of primary and secondary sources.

Essay 2: select a or b

- a. Did Hitler get the "wrong wars" in 1939 or 1941? (Tip: You should demonstrate that you understand what the "wrong war" thesis is in order to advance your thesis.)
- b. In what ways, if any, are the Germans, British, Poles, and Russians responsible for the outbreak of wars in Europe between 1939-1941?

Two Analytical Book Reviews (each worth 25 points; approximately 5 pages in length)

General Guidelines

Historians contribute to the discourse in our discipline and "police" one another through book reviews. In addition, readers of a book review want to know if the book is worth reading. They want to know about the monograph's content, research methods, relative strengths and weaknesses before they purchase or take time to check the book out of the library. (The guidelines are adapted from "How to Write College History Papers," in *The History Student*

Writer's Manual, pp. 154-164)

Writing book reviews in a classroom setting offer several advantages:

Compels you to focus on the essentials after becoming deeply familiar with the monograph;
 Gives you practice with a major discourse method in the historical profession; and
 Encourages you to become more conscious about writing as a rhetorical endeavor.

Good book reviews contain the following four elements:

- **Entices** the reader in the introduction that also gives a capsule summary of the monograph;
- **Examines** the monograph's content and intent from the perspective of the author (not what you expected to read) without becoming simply a report on the content of each chapter;
- **Elucidates** upon the monograph's "value and contribution to history by defining what (1) what the author is attempting to do and (2) how the author's work fits within current similar efforts in the discipline."
- **Evaluates** the author's success in achieving the stated goals, i.e. did the author provide convincing historical evidence to support his/her interpretations. You might consider the consistency and carefulness of the author's analysis, strengths and weaknesses of research methodology, contributions to the scholarly discourse. If the quality of writing influences the reading experience or the effectiveness of the interpretation, then this may become part of your evaluation.

Qualities of Effective History Book Reviews

- Professional and fair in tone;
- It is better to be specific, not vague (i.e. sink rocks, not skip stones);
- Does not sacrifice quality and professional tone in order to entertain;
- Displays substantial knowledge of the book in a concise manner; and
- Accurately depicts the author's intentions and content.

Mechanics and Presentation

- Follows the conventions in historical writing expected of essays.

Citation Rules

- Summarized ideas, paraphrases, and verbatim passages should be cited parenthetically, in this manner (p. 24).
- If citing outside works, use footnotes following conventions in historical writing (Turabian or Chicago Manual of Style).

Length

- Journals vary widely on length (anywhere from 500 words to no limits for online journals).
- You should not exceed 5 pages double-spaced, typed with Verdana 10 point font, Calibri 11 point font, or Times New Roman, 10 point font; standard 1-inch margins.

Submission:

- Submitted to BOLT Dropbox and in hard copy with no name so I may read blindly.
- See calendar below for deadline.
- Rubric is located below the calendar

Tips on Reading Monographs for Review

- Be an active, engaged reader; make notes not just on the content (factual knowledge) but also on how the author uses evidence, explains, and your evaluation.
- Figure out the patterns in the author's writing.
- Preview the monograph by reading the introductory and concluding chapters, then read the introductory and concluding portions of each chapter.
- Review the bibliography and footnotes to determine types of sources being used.
- When reading, periodically study the footnotes to retrace the author's research methodology.

- Be prepared to read chapters more than once.
- Become familiar with other works published by the author.

Book Review 1:

Proctor, Tammy M. *Civilians in a World at War, 1914-1918*. New York: New York University Press, 2010.

Book Review 2:

Pauley, Bruce F. *Hitler, Stalin, and Mussolini: Totalitarianism in the Twentieth Century*. 3rd edition. New York: Wiley, 2009.

Cumulative Final Exam (worth 50 points)

Will consist of three parts:

An "objective" portion

- Tests your ability to place events in correct sequence or recognize correct sequence of events for the era of total war
- Tests your ability to define the roles that historical individuals played in events that we have studied, discussed, and read about
- Tests your ability to identify and know the significance of events that we have studied, discussed, and read about
- Drawn from in-class lectures, recorded lectures, notes from readings, and discussions

An essay randomly selected on the day of the exam from one of these two options:

- How, if at all, was morale affected by air warfare during WWII? Be sure to support your interpretation with specific examples from secondary sources.
- To what extent was genocide during WW II a product of the Total War era? Be sure to support your interpretation with specific examples from secondary sources.

An essay that responds to the following prompt:

- "Sure are the causes of war." – Virgil.

Grading Scale

Grades are earned and not based on "effort"; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (the points will approximately add up to 273). A letter grade will be based on the percentage of total points earned. I try to update the BOLT gradebook periodically.

A Range

A 94-100%

A- 90-93%

B Range

B+ 87-89%

B 84-86%

B- 80-83%

C Range

C+ 77-79%

C 74-76%

C- 70-73%

D Range

D+ 67-69%

D 60-66%

F Range

F 0-59%

Policies

**Integrity, simply defined, is doing what is right even when no one is looking.
Do not make a mockery of individual achievement.
Take pride in your work and respect others' work.**

You are expected to be familiar with the following university policies:

Copyright 2014 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

Academic Integrity

Academic dishonesty includes: cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonesty, consult Bloomsburg University's

http://www.bloomu.edu/policies_procedures/3512

Student Disruptive Behavior Policy

http://www.bloomu.edu/policies_procedures/3881

Attendance Policy

http://www.bloomu.edu/policies_procedures/3506

Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✧ Regular classroom attendance is expected.
- ✧ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness that is documented by the health center or a doctor, and funerals. You must provide documentation that allows me to verify that your excuse is legitimate.
- ✧ There is no makeup for unexcused absences; examples include court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations, even tending to a sick relative, etc. By the way, **falsely representing** why you are absent is a violation of academic integrity.
- ✧ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting to discuss makeup or submit makeup work unless that was the arrangement that we made.**
- ✧ **Deadlines:** You are required to turn in your assignments on time in hard copy and in the BOLT Dropbox. Unless you have an excused absence as defined in the policy above. **Late work will only be accepted within 24 hours of the deadline; you must still provide a hard copy in addition to submitting to the BOLT Dropbox.** You will only receive half credit of the grade that you would have earned for any late work.
- ✧ BOLT Dropbox is time-stamped and Quiz Deadlines close immediately. So be sure to allow sufficient time to upload to the dropbox or complete quizzes. Keep an electronic "mail trail" of receipts.
- ✧ You should always have backup copies of your files and print "hard copies" so you do not lose your work. Do not bring thumb-drives, disks, etc to my office and expect me to print your essays.
- ✧ **Stuff Happens Option:** Recognizing that stuff happens that could interfere with submitting written work on time, you are allowed to use the "stuff happens" excuse once. This provides you with an additional 72 hours beyond the assignment deadline to complete your assignment. To use your "stuff happens option," you need to contact me so that I can provide you with special access to BOLT dropbox, and you must still submit a hardcopy of your work within the deadline.





Need help with study skills and writing?

The Bloomsburg University Writing Center (BUWC) offers free support for graduate and undergraduate writers at any point in the writing process. They will not write any part of your paper, but they can help you get started and then keep going; they can read what you have written and ask questions to help you think about what your readers might need; they can work with you on grammar, mechanics, or format; and they can help you develop strategies for proofreading and editing.

BUWC consultants are available to conduct sessions online. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to see and speak with consultants and share their documents, usually without having to download any new software. We will be offering workshops and individual tutorials for students who are interested in working with us online.

BUWC opens for Fall 2014 on the first day of the semester. Hours are Mon.—Thurs. from 10:00 a.m. to 7:00 p.m. and Fridays from 10:00 a.m. to 1:00 p.m. in Bakeless 206. There are also night hours on Sunday through Thursday from 7:00 p.m. -11:00 p.m. in Andruss Library. You can drop in or request an appointment through email: buwc@bloomu.edu. Visit their website (bloomu.edu/writingcenter) for more information.



University Tutorial Services: If you feel you need extra help to improve your academic performance in this or any of your courses, please consider requesting a tutor in University Tutorial Services (UTS). UTS offers peer tutoring at no charge to Bloomsburg University students. The UTS office is located in Warren Student Services Center, Room 13.

Accommodative Services



Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the Office of Accommodative Services.



Our University provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the Accommodative Services Office, please contact this office in the Warren Student Services Center, Room 043 as soon as possible to establish your eligibility.



Reading the Calendar



According to the schedule below, you should have studied, not just read, by the date of the class meeting the assigned readings and be prepared to discuss them. Please note when assignments are due.

If classes are canceled because of road conditions, bad weather, etc., **I will use BOLT and your school email accounts** to announce any changes that must be made to the syllabus; it is your responsibility to check for these notifications. If in doubt, please do not hesitate to contact me.



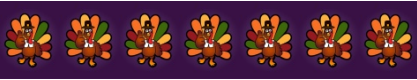
| This syllabus is subject to change. | |
|---|--|
| Class Meeting Dates | Schedule of Assignment Deadlines, Readings, Class Meetings |
| Tuesday 26 August | Course Introduction |
| Between classes do the following | Read and Study <input type="checkbox"/> Williamson and Van Wyk, <i>July 1914</i> , pp. vii-ix, 1-13, <u>and</u> 257-260. <input type="checkbox"/> Begin studying History Writing Tutorials in order to complete the History Writing Reflection Piece |
| Thursday 28 August | Lecture: Master Narratives about the Origins of World War I <ul style="list-style-type: none"> o What is The Great War's place in the master narrative of European history? o What are the historiographic patterns in the interpretation of the origins of the war? |
| Between classes do the following | Read and Study <input type="checkbox"/> Williamson and Van Wyk, <i>July 1914</i> , pp. 15-72. <input type="checkbox"/> Make use of the Study Guide for Williamson and Van Wyk |
| Tuesday 2 September | Discussion: Serbia and Austria-Hungary <ul style="list-style-type: none"> o During the July crisis, to what extent did civil-military relations and individual personalities affect the outcome? o What sort of working assumptions and prejudices shaped the decision-makers (civilian and military) which may have contributed to the outbreak of war? o Did war break out in 1914 because the military prevailed over the civilian leadership of each country? o Assess the degree of responsibility for war in 1914 between Serbia and Austria-Hungary. |
| Between classes do the following   | Read and Study <input type="checkbox"/> Williamson and Van Wyk, <i>July 1914</i> , pp. 73-147. <input type="checkbox"/> Make use of the Study Guide for Williamson and Van Wyk <input type="checkbox"/> Submit History Writing Reflection Piece to BOLT Dropbox by 3:29 PM on Thursday, 4 September and bring a hard copy to class |
| Thursday 4 September | Discussion: Germany and Russia <ul style="list-style-type: none"> • During the July crisis, to what extent did civil-military relations and individual personalities affect the outcome? • What sort of working assumptions and prejudices shaped the decision-makers (civilian and military) which may have contributed to the outbreak of war? • Did war break out in 1914 because the military prevailed over the civilian leadership of each country? • Assess the degree of responsibility for war in 1914 between Germany and Russia then compare to Serbia and Austria-Hungary. |
| Between classes do the following | Read and Study <input type="checkbox"/> Williamson and Van Wyk, <i>July 1914</i> , pp. 181-256. <input type="checkbox"/> Make use of the Study Guide for Williamson and Van Wyk |


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| <p>Tuesday 9 September</p> | <p>Discussion: France and Great Britain</p> <ul style="list-style-type: none"> • During the July crisis, to what extent did civil-military relations and individual personalities affect the outcome? • What sort of working assumptions and prejudices shaped the decision-makers (civilian and military) which may have contributed to the outbreak of war? • Did war break out in 1914 because the military prevailed over the civilian leadership of each country? • Assess the degree of responsibility for war in 1914 between France and Great Britain, then compare to Germany, Russia, Serbia, and Austria-Hungary. |
| <p>Between classes do the following</p> | <p>Read and Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review all the readings and notes from previous discussions for one last discussion about the origins of World War I and the July Crisis. <input type="checkbox"/> Be drafting Essay 1. |
| <p>Thursday 11 September</p> | <p>Discussion:</p> <ul style="list-style-type: none"> • During the July crisis, to what extent did civil-military relations and individual personalities affect the outcome? • What sort of working assumptions and prejudices shaped the decision-makers (civilian and military) which may have contributed to the outbreak of war? • Did war break out in 1914 because the military prevailed over the civilian leadership of each country? • Assess the degree of responsibility for war in 1914 among these major belligerents: Serbia, Austria-Hungary, Germany, Russia, France, and Great Britain. Are some more responsible than others? |
| <p>Between classes do the following</p>   | <p>Read and Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be completing Essay 1 <input type="checkbox"/> Visit BU Writing Center for feedback on essay effectiveness; consult professor on drafting. <input type="checkbox"/> Submit Essay 1 in BOLT Dropbox by 3:29 PM, Tuesday, 16 September; bring a hard copy to class. |
| <p>Tuesday 16 September</p> | <p>Lecture: The experience of war</p> <ul style="list-style-type: none"> • What makes a war "total"? • What was the impact of Total War on European society especially on combat and war conduct? • Time Permitting, we might examine part of a documentary: <i>The Great War: Slaughter</i> |
| <p>Between classes do the following</p> | <p>Read and study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflections on Warfare (20 pages) |
| <p>Thursday 18 September</p> | <p>Discussion: Reflections on Warfare</p> <ul style="list-style-type: none"> • How do the letters compare in content and style from the memoirs? • In what ways are the soldiers and officers' experiences different and similar? • What factors may account for the similarities and differences? • What do we learn about the experiences of war from these soldiers? |

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| | <ul style="list-style-type: none"> Did these men sense that the nature of warfare had changed? If so, what do they note and why? |
| Between classes do the following | Read and Study <input type="checkbox"/> Proctor, <i>Civilians in a World at War, 1914-1918</i> , Begin with the introduction (pp. 1-12), then proceed to the Conclusion (pp. 267-275), then chapters 1-2 (pp. 13-75) |
| Tuesday 23 September | Discussion: <ul style="list-style-type: none"> How does Proctor define "civilians"? What is her monograph theses? Chapter theses? Is she convincing the reader of her interpretations? How does Proctor prepare and guide the reader through her interpretations? |
| Between classes do the following | Read and Study <input type="checkbox"/> Continue reading Proctor, <i>Civilians in a World at War, 1914-1918</i> , chapters 3-8 (pp. 76-266) Please note that I am going to lecture in order to provide students with time to read these chapters in preparation for the second half of our discussion of Proctor. |
| Thursday 25 September | Lecture: Peacemaking <ul style="list-style-type: none"> Did the Paris Peace Conference face an insurmountable challenge in bringing peace to Europe? Did the peace settlements create more troubles than they solved? |
| Between classes do the following | Read and Study <input type="checkbox"/> Proctor, <i>Civilians in a World at War, 1914-1918</i> , chapters 3-8 (pp. 76-266) |
| Tuesday 30 September | Discussion: <ul style="list-style-type: none"> How does Proctor define "civilians"? What is her monograph theses? Chapter theses? Is she convincing the reader of her interpretations? How does Proctor prepare and guide the reader through her interpretations? |
| Between classes do the following | Read and Study <input type="checkbox"/> Begin writing a book review of Proctor, <i>Civilians in a World at War, 1914-1918</i> . |
| Thursday 2 October | Lecture: Inter-war Europe <ul style="list-style-type: none"> How did European countries rebuild after the Great War? Were the newly built nations doomed to fail? |
| Between classes do the following   | Read and Study: <input type="checkbox"/> Submit book review 1 of Proctor, <i>Civilians in a World at War, 1914-1918</i> to BOLT Dropbox by Tuesday, 7 October, 3:29 PM and bring a hard copy to class. |

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| Tuesday 7 October | <p>Lecture: Inter-war Europe</p> <ul style="list-style-type: none"> • How did European countries rebuild after the Great War? • Were the newly built nations doomed to fail? |
| Between classes do the following | <p>Read and Study</p> <p><input type="checkbox"/> Pauley, <i>Hitler, Stalin, and Mussolini: Totalitarianism in the Twentieth Century</i>, 3rd ed., pp. xiii-xv, 1-67, 256-268.</p> |
| Thursday 9 October | <p>Discussion:</p> <ul style="list-style-type: none"> • What is totalitarianism? • Is the concept of totalitarianism a useful way to compare the Nazi, Soviet, and Italian Fascist regimes? • How did these regimes seize power? • What factor did personality play in the creation of totalitarian regimes? • What is Pauley's thesis? Is he putting forth a convincing interpretation? |
| Between classes do the following | <p>Read and Study</p> <p><input type="checkbox"/> Pauley, <i>Hitler, Stalin, and Mussolini: Totalitarianism in the Twentieth Century</i>, 3rd ed., pp. 68-164</p> <p><input type="checkbox"/> Complete Quiz I between Thursday, 9 October, 5:00 PM and Monday, 13 October, 11:59 PM</p> |
| Tuesday 14 October   | <p>Discussion:</p> <ul style="list-style-type: none"> • In what ways did totalitarian regimes achieve their goals (if they did) in the following categories: economics, propaganda, culture, education, family values, and health? • How important was terror in creating and maintaining totalitarian regimes? • Is Pauley supporting his interpretations convincingly? |
| Between classes do the following | <p>Read and Study</p> <p><input type="checkbox"/> Review Pauley, <i>Hitler, Stalin, and Mussolini: Totalitarianism in the Twentieth Century</i>, 3rd ed., pp. xiii-xv, 1-67-164, 256-268.</p> <p><input type="checkbox"/> Be drafting Book Review 2</p> |
| Thursday 16 October | <p>Discussion:</p> <ul style="list-style-type: none"> • What is totalitarianism? • Is the concept of totalitarianism a useful way to compare the Nazi, Soviet, and Italian Fascist regimes? • How did these regimes seize power? • What factor did personality play in the creation of totalitarian regimes? • In what ways did totalitarian regimes achieve their goals (if they did) in the following categories: economics, propaganda, culture, education, family values, and health? • How important was terror in creating and maintaining totalitarian regimes? • What is Pauley's thesis? Is he putting forth a convincing interpretation? |
| Between classes do the following | <p>Read and Study</p> <p><input type="checkbox"/> Be composing Book Review 2.</p> |
| Tuesday 21 October | <p>Lecture: Diplomatic History of the 1920s and 1930s</p> <ul style="list-style-type: none"> • Did WWI cause WWII in Europe? • What was the potential for collective security and peace in the 1920s and 1930s? |

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| Between classes do the following | Read and Study <input type="checkbox"/> Book Review 2 is due by 3:29 PM on Thursday, 23 October in BOLT Dropbox and in hardy copy to class on 21 October. |
| Thursday 23 October | Lecture: The "Wrong War" Thesis <ul style="list-style-type: none"> • Did Hitler get the "wrong war" in 1939 against Great Britain? • ... Against the Soviets in 1941? |
| Between classes do the following | Read and Study <input type="checkbox"/> Documents on the Origins of World War II, Documents 1-4, pp. 1-10 <input type="checkbox"/> Study the two-part recorded lecture , What were the events on the "Road to War"? (approximately 50 minutes) |
| Tuesday 28 October | Discussion: What were Hitler's Intentions? <ul style="list-style-type: none"> • What motivated Hitler's foreign policy decisions and actions? • Did his intentions make war inevitable? • Did his intentions evolve over time? • Was there an ideological consistency in Hitler's intentions and actions? |
| Between classes do the following | Read and Study <input type="checkbox"/> Documents on the Origins of World War II, Documents 5-21, pp. 10-41 |
| Thursday 30 October | Discussion: Did Hitler get the "wrong war" in 1939? <ul style="list-style-type: none"> • What do the documents reveal about the actions and motives of the major players in Great Britain and Germany? |
| Between classes do the following | Read and Study <input type="checkbox"/> Review all documents and lecture notes that we have studied. <input type="checkbox"/> Begin pondering Essay 2 |
| Tuesday 4 November | Lecture: Appeasement and the Origins of War <ul style="list-style-type: none"> • Why did the British "appease"? • In what ways, if any, are the British, Poles, and Russians responsible for the outbreak of war between 1939-1941? |
| Between classes do the following | Read and Study <input type="checkbox"/> Documents on the Origins of World War II, Documents 22-33, pp. 42-55 <input type="checkbox"/> Be composing Essay 2 |
| Thursday 6 November | Discussion: Did Hitler get the "Wrong War" by invading the Soviet Union? |
| Between classes do the following | <input type="checkbox"/> Review all documents and lecture notes to be composing Essay 2. <input type="checkbox"/> Be composing Essay 2 |
| Tuesday 11 November | Discussion: What were the origins of war? <ul style="list-style-type: none"> • Did Hitler get the "wrong wars" in 1939 or 1941? • In what ways, if any, are the Germans, British, Poles, and Russians responsible for the outbreak of wars in Europe between 1939-1941? |
| Between classes do the following | Read and Study <input type="checkbox"/> Essay 2 is due by 3:29 PM on Thursday, 13 November and a hard copy brought to class |
| Thursday | Lecture: Conduct of Warfare <ul style="list-style-type: none"> • Did World War II represent the most sophisticated type of "mass |

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| <p>13 November</p>   | <p>industrial killing" witnessed by the modern world?</p> <ul style="list-style-type: none"> • Can there be justice in battle (<i>jus in bello</i>) in an age of total war? |
| <p>Between classes do the following</p> | <p>Read and Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Beck, "The Allied Bombing of Germany ... " <input type="checkbox"/> Beaven and Thoms, "The Blitz and Civilian Morale ..." <input type="checkbox"/> Gregor, "<i>Schicksalsgemeinschaft?</i> Allied Bombing,..." |
| <p>Tuesday 18 November</p> | <p>Discussion: civilian morale and air warfare</p> <ul style="list-style-type: none"> • Why are civilians considered legitimate targets in the age of total war? • How successful was the Allied and Axis campaigns in destroying civilian morale? • Can there be justice in the conduct of war (<i>jus in bello</i>) in an age of total war? |
| <p>Between classes do the following</p> | <p>Read and Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Antisemitism, Racism, and Prejudice (allow approximately 1 hour) in BOLT → Recorded Lectures <input type="checkbox"/> The Decision to Kill (allow approximately 1 hour) in BOLT → Recorded Lectures |
| <p>Thursday 20 November</p> | <p>Lecture: Genocide</p> <ul style="list-style-type: none"> • How did the total war era potentially contribute to the origins of the final solution? • What were the origins of Nazi genocidal policies? |
| <p>Between classes do the following</p> | <p>Read and Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Quiz II between Thursday, 20 November, 5:00 PM and Monday, 24 November, 11:59 PM |
| <p>Tuesday 25 November</p> | <p>Reading Day: no class meeting</p> |
| <p>Between classes do the following</p> | <p>Read and Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be thinking about most recent course topics and the approaching final exam. <input type="checkbox"/> Förster, "Total War and Genocide" <input type="checkbox"/> Bartov, "Industrial Killing" |
| <p>Thursday 27 November</p> | <p>Thanksgiving Break </p> |
| <p>Between classes do the following</p> | <p>Read and Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review "Genocide" Lecture Notes <input type="checkbox"/> Förster, "Total War and Genocide" <input type="checkbox"/> Bartov, "Industrial Killing" |
| <p>Tuesday 2 December</p> | <p>Discussion: Did the Total War Era make Genocide possible or inevitable?</p> |
| <p>Between classes do the following</p> | <p>Read and Study</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be thinking about most recent course topics and the approaching final exam |

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| <p>Thursday 4 December</p> | <p>Lecture: Rebuilding War-Torn Europe</p> |
| <p>Between classes do the following</p> | <p>Read and Study <input type="checkbox"/> Be studying for the final exam</p> |
| <p>Monday 8 December 10:30-12:30 PM</p>  | <p>Final Exam Will consist of three parts: An “objective” portion</p> <ul style="list-style-type: none"> • Tests your ability to place events in correct sequence or recognize correct sequence of events for the era of total war • Tests your ability to define the roles that historical individuals played in events that we have studied, discussed, and read about • Tests your ability to identify and know the significance of events that we have studied, discussed, and read about • Drawn from in-class lectures, recorded lectures, notes from readings, and discussions <p>An essay randomly selected on the day of the exam from one of these two options:</p> <ul style="list-style-type: none"> • How, if at all, was morale affected by air warfare during WWII? Be sure to support your interpretation with specific examples from secondary sources. • To what extent was genocide during WW II a product of the Total War era? Be sure to support your interpretation with specific examples from secondary sources. <p>An essay that responds to the following prompt: “Sure are the causes of war.” – Virgil.</p> |

| Content: _____ | Presentation: _____ | Essay Grade: _____ |
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| Commendable: | Room for Improvement: | |
| <input type="checkbox"/> clean copy quality suggests student took time to proofread and edit before submitting; appearance is professional | <input type="checkbox"/> devote more time to proofreading and editing; appearance is unprofessional | |
| <input type="checkbox"/> well-defined thesis (sophisticated, recognizes complexity of the problem) <input type="checkbox"/> thesis present and addresses the question/assignment | <input type="checkbox"/> absent thesis <input type="checkbox"/> thesis present but does not fully or clearly address the question/assignment | |
| <input type="checkbox"/> audience (does not assume audience knows the assignment, sources, explains unconventional terms, events, ideas, people, and provides sense of chronology) | <input type="checkbox"/> audience (assumes audience is professor/grader who knows the assignment, sources, factual content, and dates; fails sometimes/always to explain) | |
| <input type="checkbox"/> effective introduction (knows what background is relevant; explains the essential problem defined by the assignment) | <input type="checkbox"/> rework introduction (insufficient background; does not explain the essential problem found in the essay question) | |
| <input type="checkbox"/> effective conclusion (reminds the reader of the major points of the argument making reference to selected details and the kind of evidence utilized) | <input type="checkbox"/> rework conclusion (does not restate the main points of the argument; does not make reference to select details essential to paragraphs; introduces new evidence or ideas; absent) | |
| <input type="checkbox"/> effective ¶ topic sentences advancing a thesis | <input type="checkbox"/> ¶ topic sentences only describe or not advancing a thesis consistently | |
| <input type="checkbox"/> all content in all paragraphs are dedicated to proving thesis | <input type="checkbox"/> some content in paragraphs not clearly or wholly contributing to proving thesis (suggests the author is struggling with comprehension; inability to prioritize what is essential) | |
| <input type="checkbox"/> interpretation is plausible/convincing (history standards) <ul style="list-style-type: none"> • corroborates with at least two pieces of evidence/factual examples to support a single point in | <input type="checkbox"/> interpretation is not (wholly) plausible/convincing <ul style="list-style-type: none"> • evidence or factual examples are not corroborated • heavy reliance on limited sources despite availability | |

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| <p>the argument</p> <ul style="list-style-type: none"> • does not ignore contrary evidence • in-depth/articulate analysis of evidence • judicious use of quotations to gain reader's confidence • accurately interprets primary & secondary sources in their context • uses quotations as evidence convincingly • word choice and use of details such as dates, names, etc is knowledgeable to help the reader understand the context • accurate use of specialized vocabulary • avoids overgeneralizations and oversimplifications • exploits a variety of sources if available/relevant • relies more on primary sources than secondary sources when available, relevant or assigned • correctly places/explains events in chronological sequence | <ul style="list-style-type: none"> • ignores more convincing evidence or ineffectively corroborates • ignores contrary evidence that could undermine interpretation • misinterprets or misrepresents sources (primary or secondary) • unconvincing, poorly articulated, or inarticulate interpretation of evidence • deeper analysis was necessary • describes/narrates events but does not interpret • fails to contextualize or accurately interpret context • quotations as evidence are unconvincing, under-utilized, or non-existent • lacks specificity in word choice or details such as dates, names, etc, or inaccurate use of specialized vocabulary • mistakes in chronology/sequence undermine interpretation |
| <p><input type="checkbox"/> command of topic (factually correct; accurate context & chronology)</p> | <p><input type="checkbox"/> factual or concept errors (minor errors that do not detract from interpretation; undermines essay partially or completely)</p> |
| <p><input type="checkbox"/> well-structured (paragraphs are in logical order; effective paragraph breaking; sentences are in logical order)</p> | <p><input type="checkbox"/> rethink organization (paragraphs out of order; ineffective paragraph breaking; sentence order within paragraphs)</p> |
| <p><input type="checkbox"/> well-documented</p> <ul style="list-style-type: none"> • uses footnotes (not parenthetical citations) • footnotes provide sufficient information to retrace source of ideas and exactly follow guidelines; • cites ideas, even if paraphrased or summarized, not original to the student; • authentically paraphrases; • puts verbatim passages into quotation marks) | <p><input type="checkbox"/> citing sources incorrectly</p> <p><input type="checkbox"/> commits plagiarism</p> <ul style="list-style-type: none"> • by failing to cite paraphrased or summarized ideas; ideas not your own • by failing to put quotation marks around verbatim passages (impossible to discern student's words from quoted source) • by failing to paraphrase authentically • by failing to cite quoted sources |
| <p><input type="checkbox"/> effectively frames quotations (gives attribution to the author; provides context for the quotation; explains how the quotation is evidence for the argument)</p> | <p><input type="checkbox"/> ineffectively frames quotations (fails to give attribution to the author; fails to contextualize the quotation; fails to explain what the quotation proves)</p> |
| <p><input type="checkbox"/> clearly written (includes appropriate word choice; active voice; uses third person; simple past tense; extensive/sophisticated vocabulary; in short, follows the stylistic conventions for writing history papers)</p> <p><input type="checkbox"/> not just clearly written; articulate, creative, convincing</p> <p>COMMENTS:</p> | <p><input type="checkbox"/> fix unclear language (<i>wordy, awkward, clarify</i>)</p> <p><input type="checkbox"/> fix word choice (<i>wc</i>)/usage (<i>wu</i>)/order (<i>wo</i>)</p> <p><input type="checkbox"/> fix passive voice (<i>pv</i>)</p> <p><input type="checkbox"/> fix verb tense (verb-subject agreement; write about the past in the past tense) (<i>v.t.</i>)</p> <p><input type="checkbox"/> develop vocabulary (word choice is unnecessarily repetitious, inaccurate, or limited) (<i>wc rep, inaccurate, meaning unclear</i>)</p> <p><input type="checkbox"/> fix the use of personal pronouns (e.g. you) or first person (e.g. I) (<i>pers. pron.</i>)</p> <p><input type="checkbox"/> pronouns (unclear antecedents; singular/plural agreement)</p> <p><input type="checkbox"/> fix punctuation (e.g. commas; semicolons; colons; possessive case) (<i>punct</i>)</p> <p><input type="checkbox"/> fix spelling errors (<i>sp</i>)</p> <p><input type="checkbox"/> fix paragraph topic sentence (<i>ineff. ¶ ts</i>)</p> <p><input type="checkbox"/> fix paragraph transitions (chaining ideas b/w paragraphs; jump in logic; not summarizing the evidence in the paragraph) (<i>¶ trans</i>)</p> <p><input type="checkbox"/> fix sentence segues (chaining ideas b/w sentences; jump in logic) (<i>s.s.</i>)</p> |

Form revised 28 January 2013

**What Makes the Grade in a Historical Essay?
Dr. L. M. Stallbaumer-Beishline**

A Range: Content

- In each paragraph, uses at least two pieces of convincing evidence to support major points in the argument (given the available primary and/or secondary sources)
- Relies more on primary sources than secondary interpretations to advance an argument (if the primary are available).
- Imaginative use of sources; shows an ability to synthesize; makes use of diverse accounts and challenging sources.
- Does not ignore evidence (primary or secondary) that could undermine argument.
- Does not advance an argument that is not supported by the evidence.
- Effectively and convincingly interprets the evidence for the reader.
- Makes no fact or concept errors (incredibly minor fact errors are tolerable).
- Knows what facts and details to include which demonstrates an ability to contextualize.
- Effectively uses quotations as evidence to advance an argument.
- Thesis statement addresses the question assigned and is located at the end of the introductory paragraph.
- Makes reference to specific dates or sequence of events when appropriate to establish a timeframe.

A Range: Presentation

- Word choice demonstrates an extensive vocabulary.
- Word choice effectively and accurately conveys meaning.
- Paragraph topic sentences consistently further the thesis.
- Paragraph transitions smoothly guide the reader to the next point of the argument.
- Effectively segues between sentences all of the time.
- Avoids common grammatical mistakes (standard English): e.g. verb tense error, verb-subject agreement error, spelling errors, punctuation error, error in word order, pronouns always have clear antecedents.
- Avoids passive voice except when appropriate.
- Writes in simple past tense except where it is appropriate to use present or subjunctive.
- Effectively frames quotations all of the time.
- Organized in a logical and persuasive manner.
- Quality of presentation suggests that author has taken time to proofread and edit one's own work.
- Introduction is informative and demonstrates an ability to know what essential details, facts, and dates should be offered.
- Conclusion restates the major points of the argument and how it was proven as a reminder to the reader.
- Correct citation of sources always allows the reader to retrace the author's steps.
- Clean copy (limited instructor markings) indicates a sincere effort to proofread and edit.
- Does not assume audience is the instructor.

B Range: Content

- Expectations for A Range are the same.
- The evidence is predictable but well-chosen, slightly less effort to exploit potentially diverse or challenging sources.
- Qualitatively different from the A Range that is manifest in presentation.

B Range: Presentation

- Word choice is occasionally less effective or repetitive.
- Wordiness rarely inhibits the flow for the reader.
- Paragraph topic sentences consistently further thesis, but less creative in composition.
- Makes minor grammatical mistakes (standard English).
- Rare difficulty in effectively framing a quotation.
- Inappropriate use of passive voice on rare occasions.
- Organized in a logical and persuasive manner.
- Correct citation of sources always allows the reader to retrace the author's steps.
- Should have proofread and edited paper at least one more time.
- Conclusion restates major points of the argument, but does not remind reader how thesis was proven.
- Occasionally, assumes the reader is the professor.

C Range: Content

- Obvious evidence is effectively utilized, but not necessarily the most convincing evidence.
- May rely more on secondary sources to support argument when primary are available.
- Sometimes struggles with what facts and dates that are essential to contextualize essay.
- Makes no more than two minor fact errors.
- Makes no major factual or concept errors.
- Does not convincingly use two pieces of convincing evidence to support major points in the argument (given the available primary and/or secondary sources).
- While the author does not ignore evidence (primary or secondary) that could undermine argument, s/he does not use sources in an imaginative way.

C Range: Presentation

- Thesis may be a focus statement or absent, but paragraph topic sentences clearly and consistently advance a coherent argument.
- Thesis is present, but paragraph topic sentences do not clearly and consistently advance a coherent argument.
- Wordiness inhibits author's meaning occasionally but the argument is coherent.
- Needs to proofread and edit paper more thoroughly.
- Assumes audience knows about the subject/course content.

D Range

- Makes a major fact error or concept error.
- Thesis is absent and indicates some difficulty in remaining focused on advancing an argument, but an argument can still be teased out by the reader.
- Paragraph topic sentences (and the paragraphs) are sometimes descriptive rather than advancing a thesis.
- Has difficulty discerning what background information should be explained to provide context for the argument.
- Evidence is partially or only minimally convincing, but student can still recognize what is relevant.
- Passive voice and/or wordiness causes the reader to struggle frequently.
- Inadequate editing made reader struggle to the point that comprehension was undermined.
- Assumes reader should know the assignment, the evidence, etc.

F Range

- Makes major fact errors.
- Raises completely irrelevant issues.
- Fails to address the assignment prompt.
- Does not support any assertions with convincing evidence either by quoting or paraphrasing, then citing.
- Presentation lacks topic sentences, ineffective paragraph breaks, inarticulate in places, etc.

Book Review Rubric:

| | Ready for publication! | Almost ready to be published | Accepted with major revisions in placed | Rejected by publisher |
|---|------------------------|------------------------------|---|-----------------------|
| Your Book Review: | | | | |
| Entices the reader to read the review in the first paragraph | | | | |
| Summarizes the essential content of the book in the first paragraph | | | | |
| Understands what the author tries to accomplish (stated goals) | | | | |
| Elucidates how the author's work fits within interpretative trends | | | | |
| Elucidates how the author's work contributes to the study of history | | | | |
| Considers relevant information about the author's background and/or qualifications | | | | |
| Evaluates if the author was or was not successful in accomplishing the goal(s) of the publication | | | | |
| Evaluates how complete/incomplete the author's coverage is (in comparison to his/her stated goals) | | | | |
| Evaluates how the author uses evidence or examples to support his/her argument (i.e. methodology) | | | | |
| Evaluates the quality of the author's writing if it interferes with effectiveness | | | | |
| Acknowledges what audience(s) will benefit from the book | | | | |
| Facilitates the reader's decision to buy the book | | | | |
| Focuses on the essential elements of the book/ sorts the valuable information from the trivial | | | | |
| Avoids Fact or Concept Errors in reading the monograph/Avoids misrepresenting/misinterpreting the author's work | | | | |

| Mechanics and Presentation | | | |
|---|--|--|---|
| Word choice | Always effective | Interferes with comprehension at isolated moments | Frequently interferes with comprehension |
| Verb Tense (including verb-subject agreement) | No mistakes or 1 error (chalk it up to a typo) | Mistakes suggest a pattern | A pattern that creates obstacles for reader |
| Punctuation | None or 1 mistake | mistakes but does not interfere with comprehension | mistakes interfere with comprehension |

| | | | |
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| Framing of quotations | Always effective | Sometimes fails to __set up quotation or __analyze | Interferes with comprehension/ effectiveness |
| Paragraph Topic Sentences | Always effective | Effective, but room for improvement | Interferes with comprehension/ effectiveness |
| Paragraph Transitions | Always effective | Effective, but room for improvement | Interferes with comprehension/ effectiveness |
| Sentence Segues | Always effective | Effective, but an occasional jump in logic | Choppy, interferes with reader's comprehension |
| Organized (including paragraphs ¶ and sentences within ¶) | Completely sentences & paragraphs | Some __sentences or __¶ are out of place | __sentences or __ ¶ out of place Reader is confused |
| Spelling | No mistakes or an isolated typo | Mistakes suggest a pattern | 3 or more; detracts from reading experience |
| Citation of Sources (summarized ideas, paraphrasing, and verbatim passages) | Uses parenthetical when citing monograph Uses footnotes when citing outside sources No plagiarism | | __Mistakes in Format __Plagiarism __ No footnotes |

Content Grade: ____

Presentation Grade: ____

Overall Grade:

General Comments: