



Course Syllabus: Capstone in History—Barbarians
Prothro-Yeager College of Humanities and Social Sciences
History 4993
Spring 2025 Monday/Wednesday 1:00-2:30 PY 202

Contact Information

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Instructor Response Policy

The best way to contact me is via e-mail. I will respond to e-mails on business days within 24 hours. E-mails sent after hours will be responded to on the next business day (this means Friday e-mails sent after 5:00 pm will receive a response on Monday).

Course Description

The Capstone in History is the culmination of all history majors; it is where the student will do 'real' historical work. All history majors must take at least one Capstone in order to graduate. The topics vary by instructor. The topic for this Capstone is barbarian peoples of Late Antiquity and of the Early Middle Ages. Although largely silent in the historical records, the barbarians speak in some first-hand historical accounts, such as Tacitus' *Germania*, *The Sallic Law*, Caesar's *The Gallic Wars*, Gregory of Tours' *History of the Franks*, and—most prominently—in Prokopios' *History of the Wars*. The class will survey the history of the Roman Empire, Late Antiquity, and the Early Middle Ages through these, other primary sources, and secondary sources. In doing so, special attention will be given to the Romans and the 'barbarians', as well as the interactions between the two groups.

By the completion of this course, students will exhibit a deep understanding of the barbarian peoples in Late Antiquity and the Early Middle Ages and a thorough knowledge of the primary and secondary literature about the subject. Students will show the mastery of historical skills at the undergraduate level by producing a convincing, engaging, and well-crafted

research paper of a specific topic about the barbarians of 4,000-6,000 words, which is part of the writing intensive requirement. The paper must pose a significant historical question, and the student must conduct research in primary and/or secondary sources to answer the question.

Textbooks & Instructional Materials

Required

Prokopios. The Wars of Justinian. Translated by H.B. Dewing. Revised by Anthony Kaldellis. Indianapolis/Cambridge: Hackett Publishing Company, Inc., 2014.

Other readings including primary sources, chapters, articles, etc. posted on D2L.

Recommended

Turabian, K. L. *A Manual for Writers of Research Papers, Theses, and Dissertations.* Ninth Edition. Chicago: University of Chicago Press, 2018. ISBN: 978-0-226-43057-7 [Quick Guide Website.](#)

Study Hours and Tutoring Assistance

Located in Moffett Library, the Office of Tutoring and Academic Support Programs (TASP) offers a variety of resources designed to help students meet the demands of the college classroom, including both on campus and distance education tutoring. For more information go [here](#).

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct. [Office of Student Conduct](#)

Furthermore, writing, analytical, and critical thinking skills are all part of the learning outcomes of this course, and thus all assignments should be prepared by the student. AI-generated submissions are not permitted and will be treated as plagiarism.

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and

multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Course Grade - The grade for this course will be based on attendance and participation (through a weekly journal), two response papers, an annotated bibliography and proposal, a first draft, and a final capstone paper and presentation.

Table 1: Points allocated to each assignment

Assignments	Points
Attendance	150
Response Paper One	150
Response Paper Two	150
Annotated Bibliography and Proposal	150
First Draft and Peer Review	150
Final Capstone Paper and Presentation	250
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Assignments

All assignments must be turned in at the beginning of class time on the day due. All assignments should be submitted electronically on D2L.

Quizzes

I will not give quizzes as long as there is regular class participation.

Response Papers

In lieu of exams and to assure that students complete the readings, there will be two response papers over the primary and secondary materials covered in class. Each response is worth 150 points, or 15% of the grade.

Annotated Bibliography and Proposal

Students will locate *at least* ten primary sources and ten secondary sources (books or articles) and then assess their value to the student's research project by composing an annotated bibliography. Students will also compose a one-page proposal outlining the topic, the historical question(s) the student wants to answer, and the sources the student will use. A guide for writing the annotated bibliography and a sample proposal are attached below. Collectively, these two assignments are worth 150 points, or 15% of the grade.

First Draft and Peer Review

All students must submit a partial first draft of the final capstone paper. The draft must be at least five pages; it also needs to include an outline of what comes before and/or after the draft. You will share this draft and outline with a peer reviewer who I will designate and who will compose a 300-500 word memo of comments/suggestions. Collectively, these two assignments are worth 150 points, or 15% of the grade.

Final Capstone Paper and Presentation

Students will compose a final paper of 4,000-6,000 words (around eight to twelve pages) on a topic of their choice related to the barbarians. The paper must include original, primary source research and must include secondary sources. It must also be convincing, engaging, and well-crafted and it must ask and answer a historical question.

All students will present the findings of their final research paper in an oral presentation to the class. Presentations should be no longer than twenty minutes (about eight to ten double-spaced, typed pages). Collectively, these two assignments are worth 250 points, or 25% of the grade.

Extra Credit

No extra credit assignments are provided.

Late Work

Late work is not permitted.

Make-up Work

All assignments are due the to D2L on the due date indicated. This includes the response papers. Because you know of all assignments beforehand, and because there are no tests, there will be no make-up work or tests. Please plan accordingly; get your assignment in before you know you will miss. If you are ill, let me know and I will work with you on when/how to submit.

Important Dates

Last day for term schedule changes: 24 January 2025

Deadline to file for graduation: 17 February 2025

Last Day to drop with a grade of "W:" 30 April 2025

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

I am assuming that you are an adult and that you can make your own decisions about coming to class. This is, however, an upper-division history course in which most information will be conveyed in person and in class. Your attendance grade is worth 150 points, or 15% of your grade. You will be given one unexcused absence; the total points allocated for attendance will drop by ten points for every additional time missed. You will also be counted as absent if you show up more than fifteen minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and/or fail to participate in class discussion.

INCLEMENT WEATHER STATEMENT: If the university closes due to weather during our assigned class time, we will not meet. Assignments/meetings will be shifted accordingly.

Computer Requirements

While this is not an online class, we do rely rather extensively on D2L, which requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.***

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there

is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, making trips to the vending machines, talking with other students, and viewing videos on TikTok. Do not bring work unrelated to class. Do not watch soccer (or other games) in class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. Refer to: [Campus Carry Rules and Policies](#)

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 1/21-1/24	Introductions	READINGS: D2L links <ul style="list-style-type: none">• The Twelve Tables• Roman Republic: Checks and Balances• Map of Roman Republic, First Century BCE• The Deeds of the Divine Augustus
Week 2 1/27-1/31	Imperial Rome and Expansion	D2L links <ul style="list-style-type: none">• Roman Way of Declaring War• Vegetius, De Re Militari• Mithridates and the Roman Conquests in the East, 90-61 BCE• The Landings of Caesar in Britain, 55 and 54 BCE• Map of Roman Republic, First Century BCE• Galgacus: On Roman Imperialism

Week or Module	Activities/Assignments/Exams	Due Date
Week 3 2/3-2/7	Barbarian Encounters	READINGS: D2L Links <ul style="list-style-type: none"> • Tacitus, Germania • Caesar, The Germans • Law of the Salian Franks • Jordanes, Goths/Huns • A Civilized Barbarian/A Barbarous Roman
Week 4 2/10-2/14	The 'Fall' of Rome and the Rise of the Byzantine Empire	READINGS: D2L Links <ul style="list-style-type: none"> • Life of A Refined Roman Gentleman • Sources for Three Roman Slave Revolts • The Manner of Roman Charity • Official/Military Extortion • Ammianus, Luxury • Ammianus, Adrianople • Constantine Founds Constantinople • Paul the Silentiary and Hagia Sophia • Corpus Iuris Civilis • The Institutes • Novella
Week 5 2/17-2/21	Books 1 and 2—The Persian Wars	READINGS: Prokopios, vii-143

Week or Module	Activities/Assignments/Exams	Due Date
Week 6 2/24-2/28	Books 3 and 4—The Vandal Wars	READINGS: Prokopios, 144-250 Response Paper One Due
Week 7 3/3-3/7 Spring Break: 9-15 March	Books 5, 6, and 7—The Gothic Wars	READINGS: Prokopios, 251-462 Annotated Bibliography and Proposal Due
Week 8 3/17-3/21	Books 5, 6, and 7—The Gothic Wars Individual Meetings Re: Proposals	READINGS: Prokopios, 251-462
Week 9 3/24-3/28	Book 8 and the Secret History	READINGS: Prokopios, 251-462 D2L Reading— The Secret History
Week 10 3/31-4/4	Individual Meetings: Paper Progress	READINGS: None
Week 11 4/7-4/11	Individual Meetings: Paper Progress	READINGS: None Response Paper Two Due
Week 12 4/14-4/16 Holiday Break 17-20 April	Individual Meetings: Paper Progress	READINGS: None
Week 13 4/21-4/25	Class Meetings: First Draft and Peer Reviews	READINGS: None First Draft Due Peer Review Due

Week or Module	Activities/Assignments/Exams	Due Date
Week 14 4/28-5/2 Last day to drop for a "W": 4/30	Individual Meetings: Paper Progress	READINGS: None
Week 15 5/5-5/9 Last Day of Classes 5/9	Begin Oral Presentations	READINGS: None
Finals Week 5/12-5/16	Finish Oral Presentations Final Exam Time: Monday 12 May 1:00 pm – 3:00 pm	READINGS: None Final Capstone Paper Due

History 4933: Barbarians Response Paper One

Purpose: The purpose of this paper is to check in—have you done your reading? It is also to make you think about historical periodization and how different people experienced different events. Finally, I want you to think about how historians interpret the past.

Background: There have been many interpretations regarding the fall of Rome, from a sudden crash on one side of the spectrum to an insignificant fizzle on the other. In 2005, Oxford historian and archaeologist Bryan Ward-Perkins published a controversial work called *The Fall of Rome: And the End of Civilization*. It challenged the popular historiographic traditions (Peter Brown, *et al*)¹ of the day (and of today), namely the benign, quiet, and gradual transition from the Roman Empire to the Christian Middle Ages. Rather, Ward-Perkins contends that the coming of the Germanic people was a “very far cry from a peaceful and straightforward ‘accommodation’”² and that the Germanic invasions were quite unpleasant for the Roman population: “we are told, admittedly by a very partisan source, that at one point during a siege, rather than surrender, the starting inhabitants of Clermont were reduced to eating grass.”³ The chapter titles of the work include questions such as ‘Did Rome Ever Fall’, ‘The Disappearance of Comfort?’, and ‘The Death of a Civilization?’, while subtitles include ‘The Horrors of War’ and ‘Barbarian Bitterness?’⁴

Instructions: Using the primary sources from weeks one through four, argue how historians on both sides of the spectrum (gradual, benign, and quiet vs sudden, unpleasant, and horrendous) might be correct. In making your argument be sure to consider the topics of exploration from the past several weeks: Early Rome, Imperial Rome, Roman Expansion, the Roman Military, Barbarians, the ‘Other’, the Fall of Rome, and the Rise of Byzantium.

¹ Peter Brown, *The World of Late Antiquity: AD 150-750* (New York: W. W. Norton & Company, 1971).

² Bryan Ward-Perkins, *The Fall of Rome: And the End of Civilization* (Oxford: Oxford University Press, 2005), 14

³ Ward-Perkins, *The Fall of Rome*, 14.

⁴ In the section on ‘Barbarian Bitterness’, Ward-Perkins discusses the Roman aristocrat Symmachus, who in 393 “brought a group of Saxon prisoners to Rome, intending that they publicly slaughter each other in the gladiatorial games held to honour his son. However, before they were exhibited, twenty-nine of them committed suicide by the only means available to them—by strangling each other with their bare hands.” See Ward-Perkins, *The Fall of Rome*, 24.

Other Items of Consideration:

1. Typed.
 2. Reasonable, 12-point font.
 3. At least three pages; no more than four pages.
1. Must cite all sources in Chicago/Turabian—don't screw this up! I have modeled this below. Copy and paste if you must.
 2. Must use footnotes.
 3. Due at the beginning of class to the dropbox on D2L.

History 4933: Barbarians Response Paper Two

Purpose: Again, part of the purpose of this paper is to check in—have you done your reading? The other reason for this paper is to allow you to show off what you have learned about Prokopius from your readings and our discussions.

Background: Few works compare to Prokopius' *History of the Wars*. It is 'innovative', 'courageous'; it is perhaps "one of the greatest works of history written in antiquity or Byzantium."⁵ Having read and discussed this magnus opus for weeks now, you should have an idea as to what makes this work one of the greatest works of history.

Instructions: I want to know what you think about the greatness of Prokopius' work. Using *Prokopius Books 1-8* and *The Secret History*, write a response regarding the so-called greatness of this work: What makes the *History of the Wars* so great. You might consider it innovation, the author's courage; you might consider its scope, the people and events it details; you might consider something I have not listed, or something that came up in discussion.

Other Items of Consideration:

1. Typed.
2. Reasonable, 12-point font.
3. At least three pages; no more than four pages.
4. Must cite all sources in Chicago/Turabian—don't screw this up! I have modeled this below. Copy and paste if you must.
5. Must use footnotes.
6. Due at the beginning of class to the dropbox on D2L.

⁵ Prokopius, *The Wars of Justinian*, H. B. Dewing, trans.; revised by Anthony Kaldellis (Indianapolis: Hackett Publishing Company, Inc. 2014), vii.

History 4933: Topic Proposal Guidelines and Sample

Topic Proposal Guidelines

Write a one-page topic proposal describing the topic you wish to explore and research. The proposal should include a potential thesis statement, the topic/subject of examination, the historical questions you want to ask, the perspective you will take in asking the questions, and reference to the primary and secondary sources you intend to use.

Items of Consideration:

1. Typed.
2. Reasonable, 12-point font.
3. Approximately 500 words (or about a page)
7. Must cite all sources in Chicago/Turabian—don't screw this up! I have modeled this below. Copy and paste if you must.
8. Must use footnotes.
9. Due at the beginning of class to the dropbox on D2L.

Topic Proposal Sample

“Indulgences, Privileges, and Cemeteries: A Reanalysis of Gender Roles and Responsibilities at Saint John Hospital in Medieval Brussels”

Saint John Hospital in Brussels received its first papal protection in 1207 under Pope Innocent III (d. 1216 CE).⁶ Although subsequent protections continued well into the fifteenth century,⁷ the thirteenth century saw a flourishing of papal correspondence with the hospital regarding protections, confirmations, indulgences, and privileges, including those related to the right to establish multiple cemeteries.⁸ Without a doubt, papal confirmations and protections are useful when cataloging institutional properties and rights, and when other means are not available, papal confirmations can help recreate inventories of institutional holdings, lands, and privileges.⁹ Are these, however, the only historical uses of papal protections?

⁶ *Cartulaire de l'Hôpital Saint-Jean de Bruxelles (Actes des XII^e et XIII^e Siècles)*, Paul Bonenfant, ed. (Brussels: Palais des Académies, 1953).

⁷ This includes a 28 October 1428 protection by Pope Martin V. *Centre Public d'Action Sociale de Bruxelles* (CPAS).

⁸ This included direct papal protections, as well as those that were issued by papal legates, including Pierre Capocci throughout the 1250s.

⁹ Although some might argue that papal protections, albeit useful for cataloging, are otherwise unexceptional, some posit that they are important, so much so that they came under fire in the fourteenth century. For a discussion of protections and the development of protections from immunities and exemptions, see Barbara Rosenwein, *Negotiating Space:*

It is the premise of this paper that a rereading of papal documents, such as privileges, rights, indulgences, and confirmations, can generate a greater understanding of the institution: in this case, the hospital of Saint John and those involved. When the confirmations and protections are placed in the context of the historical events, and when the key players—namely women—are identified, a new understanding emerges that challenges our previous understanding of this institution; female associates, sisters, and mother superiors were largely responsible for the aggrandizement of properties, cemeteries, and rights at the hospital of Saint John in Brussels in the thirteenth century.¹⁰ Revisiting the documents in a new light thereby permits historians to reanalyze gender roles and responsibilities bringing light to previously ignored historical groups.

Power, Restraint, and Privileges of Immunity in Early Medieval Europe (Ithaca: Cornell University Press, 1999). For more on how papal protections were criticized in the fourteenth century, see William Chester Jordan, *Unceasing Strife, Unending Fear: Jacques de Thérines and the Freedom of the Church in the Age of the Last Capetians* (Princeton: Princeton University Press, 2005).

¹⁰ This view challenges previous arguments that the male administrators and brothers were pivotal in the augmentation of the hospital's properties and power. See Paul Evrard, "Formation, organization, générale et état du domaine rural de l'hôpital Saint-Jean au Moyen-Âge" (Unpublished Master's Thesis: Université Libre de Bruxelles), 1965.

History 4933: Annotated Bibliography Guidelines and Sample Page

Instructions: Locate five (5) secondary sources (book or articles), five (5) primary sources, and a mixture of five (5) more primary and secondary sources. Then assess their value of ten (10) to your research project. Write about the work's argument, what sources they use, what it leaves out, and how it relates to your project.

General guidelines (from libguides.enc.edu/annotatedbib/Chicago): Annotations can be merely **descriptive**, summarizing the authors' qualifications, research methods, and argument. Annotations can **evaluate** the quality of scholarship in a book or article. You might want to consider the logic of authors' arguments and the quality of their evidence. Your findings can be positive, negative, or mixed. Annotations also **explain why the source is relevant** to your paper.

***Chicago Manual of Style/Turabian* specific formatting rules:**

- The text should be double-spaced.
- Numbering starts on the first page of writing (*not* the title page), at the top right of the page.
- Reference list entries must have a hanging indent (to do this in Microsoft Word 2003 or later, click Format, then Paragraph, then Special, and choose Hanging—or simply space five times).
- There should be 1-inch (2.54 cm) margins all around (top, bottom, left, and right) on each page.
- Use Times Roman font, or a similar serif font.
- Each paragraph should be indented using the tab key.

Sample Page: Chicago-formatted annotated bibliography entries

1

Battle, Ken. "Child Poverty: The Evolution and Impact of Child Benefits." In *A Question of Commitment: Children's Rights in Canada*, edited by Katherine Covell and R. Brian Howe. Waterloo: Wilfrid Laurier University Press, 2007.

Ken Battle draws on a close study of government documents, as well as his own research as an extensively-published policy analyst, to explain Canadian child benefit programs. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of child poverty rates in a number of countries is a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children. Battle pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve to be criticized by politicians and journalists. He outlines the NCB's development, costs, and benefits, and laments that the Conservative government scaled it back in favour of the inferior Universal Child Care Benefit (UCCB). However, he relies too heavily on his own work; he is the sole or primary author of almost half the

sources in his bibliography. He could make this work stronger by drawing from others' perspectives and analyses. However, Battle does offer a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.

Kerr, Don and Roderic Beaujot. "Child Poverty and Family Structure in Canada, 1981-1997." *Journal of Comparative Family Studies* 34, no. 3 (2003): 321-335.

Sociology professors Kerr and Beaujot analyze the demographics of impoverished families. Drawing on data from Canada's annual Survey of Consumer Finances, the authors consider whether each family had one or two parents, the age of single parents, and the number of children in each household. They analyze child poverty rates in light of both these demographic factors and larger economic issues. Kerr and Beaujot use this data to argue that ...

History 4933: Barbarians

Peer Review

Instructions: Read the paper assigned to you for peer review. As you read, make any notes, comments, corrections, suggestions on the paper itself (to be given back to the author. Then, write a 300-500 word memo that address the strengths and weaknesses of the paper. You will discuss your comments and the memo with the author in class.

SAMPLE CHICAGO/TURABIAN PAPER

The Title of Your Paper Goes Here
It Can Continue onto Second and
Third Lines, if Necessary

Your Name

HIST 4933: Capstone in History

Professor

Date

Introduction (this is bold)

The main section (body) of your paper will begin on page 1. There is no page number on the title page. Use double-spacing and a standard (New York, Times), 12-point font. Begin with an introduction to your topic.

Body (this is bold; but don't use 'body'—create your own heading)

This is where you write your paper. Separate any sections with subheadings. Subheadings should be bolded but not centered. You will use raised Arabic numerals to cite your sources in footnotes¹¹ at the bottom of the page. Your word processor will AUTOMATICALLY insert these footnotes and format them for you: ribbon tool -> references -> "insert footnote."¹²

Use footnotes whenever you quote or paraphrase. This includes anything from the books,¹³ discussions,¹⁴ and any outside sources, such as Fordham Internet Sourcebook (*note: this is an approved website).¹⁵ When composing your footnotes, DO NOT use the symbol "ibid"¹⁶ when you are referring to the same source as the previous citation, as ibid is no longer used. For help with citing, see Chicago Manual of Style Online tool.¹⁷

¹¹ These footnotes indicate citations – direct quotes, paraphrases, and indirect references. You might also add information of your own that might not be a direct part of your paper but is still of interest. This is called a discursive footnote.

¹² Format for citing books the first time: First name Last Name, *Book Title* (Publisher Location: Publisher, date), page number. The next note has an example.

¹³ Prokopius, *The Wars of Justinian*, H. B. Dewing, trans.; revised by Anthony Kaldellis (Indianapolis: Hackett Publishing Company, Inc. 2014), vii.

¹⁴ Tiffany A. Ziegler, "Invasion and Twilight: Italy and the High Renaissance" (lecture, Midwestern State University, Wichita Falls, TX, March 1, 2022).

¹⁵ Pope Gregory XI, "Condemnation of Wycliffe," *Fordham Medieval Internet Sourcebook* <https://sourcebooks.fordham.edu/source/1382wycliffe.asp> (accessed 6 January 2022).

¹⁶ Format for citing books the second time: Last Name, *Shortened Book Title*, page number.

¹⁷ Format for a database: Chicago Manual of Style Online, "Chicago-Style Citation Quick Guide," Accessed September 19 2019 at http://www.chicagomanualofstyle.org/tools_citationguide.html.

Conclusion (this is bold)

This is your conclusion in one or more paragraphs. Explain what the results of the research have yielded.

A bibliography includes items you may have read or looked at but did not quote in your paper. You can do a works cited page in your draft but must do a bibliography for the final paper.

Bibliography (this is bold) (start on a new page)

BOOK WITH ONE AUTHOR

McGhee, Robert. *The Last Imaginary Place: A Human History of the Arctic World*. Oxford: Oxford University Press, 2005.

A second work by the same author: use em dash: insert -> symbol -> more symbols -> the 3rd dash is em dash.

—. *Beluga hunters: an archaeological reconstruction of the history and culture of the Mackenzie Delta Kittégaryumiut*. [St. John's]: Institute of Social and Economic Research, Memorial University of Newfoundland, 1974.

BOOK WITH TWO OR MORE AUTHORS

Williams, Philip F. and Yenna Wu. *The Great Wall of Confinement: The Chinese Prison Camp Through Contemporary Fiction and Reportage*. Berkeley: University of California Press, 2004.

WORK WITH AUTHOR'S NAME IN THE TITLE

Darwin, Charles. *Charles Darwin's Letters: A Selection, 1825-1859*. Edited by R Frederick Burkhardt. Cambridge: Cambridge University Press, 1996.

"works cited" is a list of the works you actually made reference to in your footnotes in the body or any images.

Works Cited (this is bold) (start on a new page)

EDITED WORK WITHOUT AN AUTHOR

Salih, M. Mohamed Salih, ed. *African Parliament: Between Governments and Governance*. New York: Palgrave Macmillan, 2005.

TRANSLATED WORK

Bingying, Xie. *A Woman Soldier's Own Story*. Translated by Barry Brissman and Lily Chia Brissman. New York: Columbia University Press, 2001.

MULTIVOLUME WORK

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Chafe, William H. *The Unfinished Journey: America since World War II*, 5th ed. New York: Oxford University Press, 2002.

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Flehinger, Brett. *The 1912 Election and the Power of Progressivism: A Brief History with Documents*. Bedford Series in History and Culture. Boston: Bedford/St. Martin's, 2003.

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Lucero, Lisa. "The Collapse of the Classic Maya: A Case for the Role of Water Control." *American Anthropologist* 104 (2002): 814-6.

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Wynn, Rhoda. "Saints and Sinners: Women and the Practice of Medicine throughout the Ages." *Journal of the American Medical Association* 283, no. 5 (2000): 668.

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Thomas, Evan. "The Day That Changed America." *Newsweek Special Double Issue*, December 2001-January 2002, 45-46.

NEWSPAPER ARTICLE

Harris, Hamil. R. and Darryl Fears. "Thousands Pay Respects to King." *Washington Post*, February 5, 2006, sec. A, Maryland edition.

BOOK REVIEW

Cooper, Ilene. Review of *Nat Turner's Slave Rebellion in American History*, by Judith Edwards. *Booklist* 96 (2000): 1093.

SOUND RECORDING

Holst, Gustav. *The Planets*. Royal Philharmonic Orchestra. Andre Previn. Telarc compact disc 80133.

FILM, VIDEOCASSETTE, OR DVD

The Civil War. Produced and directed by Ken Burns. 11 hours. PBS Video, 1990. 9 videocassettes.

REFERENCE WORKS

Well-known reference works, such as encyclopedias, are generally included in footnotes/endnotes but not in the bibliography. Check with your instructor to see if he/she would like you to include them in your bibliography, in which case you would follow one of the examples for a book.

WHOLE WEBSITE WITH A KNOWN AUTHOR

Knox, E. L. Skip. "The Crusades." <http://crusades.boisestate.edu>.

WHOLE WEBSITE WITHOUT A KNOWN AUTHOR

The Ohio State Department of History. "The Scopes Trial."
<http://history.osu.edu/Projects/Clash/Scopes/scopes-page1.htm>.

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Linder, Douglas. "An Account of Events in Salem." *Famous Trials*.
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Mather, Cotton. *Memorable Providences, Relating to Witchcrafts and Possessions*. Boston: 1689. At Douglas Linder. *Famous Trials*.
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Friedman, Shamma. "A Good Story Deserves Retelling--The Unfolding of the Akiva Legend." *Jewish Studies: An Internet Journal* 3 (2004):55-93.
www.biu.ac.il/JS/JSIJ/3-2004/Friedman.pdf.

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Toplin, Robert Brent. "The Filmmaker as Historian." *American Historical Review* 93 (1988): 1210-27. *JSTOR*.www.jstor.org.

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Linzer, Dafna. "Strong Leads and Dead Ends in Nuclear Case Against Iran." *WashingtonPost.com*. February 8, 2006. www.washingtonpost.com/wp-dyn/content/article/2006/02/07/AR206020702126.html (accessed February 9, 2006).

History 4933: Barbarians Presentation Guidelines and Rubric

Instructions: All students will present the findings of their final research paper in an oral presentation to the class. Presentations should be no longer than twenty minutes (about eight to ten double-spaced, typed pages). You may read from the paper itself. Presentations will occur the last week of classes and during finals.

	0 (Unacceptable)	1 (Marginal)	2 (Good)	3 (Excellent)	Score
Language	Multiple grammar errors and use of inappropriate vocabulary	One or two minor errors but vocabulary is too elementary or not effective	Correct grammar and vocabulary mostly appropriate	Correct use of grammar; use of some advanced language, and effective use of appropriate vocabulary	
Speaking Skills	Inaudible or too loud; rate too slow/fast; speaker seemed uninterested and used monotone	Some mumbling; uneven rate; little or no expression	Clear articulation but not as polished	Poised, clear articulation; proper volume steady rate; enthusiasm and confidence	
Organization	Displays neither clear introductory nor closing remarks; does not present the segments of the body of the presentation in a coherent manner irrelevant statements are made; leaves the audience wondering where the presentation is headed	Displays some level of organization with discernible theme, but the presentation is not organized clearly or in a coherent manner ; introductory and closing remarks are missing	Displays introductory or closing remarks, but segments of the body of the presentation are not presented in a coherent manner; presents the segments of the body of the presentation in a coherent manner, but introductory or closing remarks are missing	Delivers clear opening and closing remarks that capture the attention of the audience and set the mood; provides a "road map" for the audience; each segment relates to the others according to a carefully planned framework	
Knowledge	Does not display a knowledge of the topic	Displays some knowledge of the but may not be able to answer questions	Level of knowledge appropriate and answers to questions appropriate	Advanced knowledge shown, as well as effective responses to questions	