



# MIDWESTERN

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## STATE UNIVERSITY

### Graduate Seminar: Barbarians

**Course Number:** HIST 6003

**Course Dates:** Fall 2020

**Credit Hours:** 3

**Professor:** Dr. Tiffany A. Ziegler

**E-Mail:** [tiffany.ziegler@msutexas.edu](mailto:tiffany.ziegler@msutexas.edu)

#### **Office Hours/Hours of Availability**

Tuesday 2:00 – 4:00 pm; Wednesday 12:00 – 1:00 pm; Thursday 2:00 – 3:00 pm; by appointment.

#### **Course Description**

This seminar is centered on the so-called '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 Procopius' *History of the Wars*. The *Histories* details the exploits of the Byzantine Emperor, Justinian (d. 545), and focuses on his desire to reunite the divided eastern and western portions of the former Roman Empire. In doing so, the books indirectly provide excellent primary source material on the barbarian peoples, the group against whom Justinian waged his wars.

We will discuss these works in detail, as well as selected secondary sources on the people and period in question. This format of discussion and analysis will allow students to understand the period covered but will also permit students to delve deeper into the content to develop theses of their own.

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 secondary literature about the subject. Knowledge and understanding will be conveyed through readings, discussions, class presentations, book reviews, and a final substantial research paper.

#### **Textbook & Instructional Materials**

Cameron, Avril. *Procopius and the 6<sup>th</sup> Century*. Berkeley: Routledge, 1985.

Procopius. *History of the Wars*, Volumes 1-7. Translated by H. B. Dewing. Cambridge: Loeb Classical Library, 1914.

#### **Study Hours and Tutoring Assistance**

ASC offers a schedule of selected subjects tutoring assistance. Please contact the ASC, (940) 397-4684, or visit the [ASC homepage](#) for more information.

## **College Policies and Procedures**

Refer to [College Policies and Procedures Manual](#).

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Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given).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

## **Grading**

Please refer to the following:

<b><u>Course Grade</u></b>	<b><u>Letter Grade Scale</u></b>
Attendance/Participation 15%	90-100 = A
Reading Journal/Weekly Summary 15%	80-89 = B
Book Presentation and Review 15%	70-79 = C
Topic Proposal & Annotated Bib 15%	60-69 = D
Peer Review 15%	0-59 = F
Final Research Paper 25%	

## **Attendance/Participation**

I am assuming that you are an adult and that you can make your own decisions about coming to class. This is, however, a graduate seminar, and especially during the first half of class you need to be in attendance. You will be given one unexcused absence; your grade will then drop one letter grade for every additional time missed. You will also be counted as absent if you show up more than 15 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.

## **Reading Journal/Weekly Summary**

Students will keep a reading journal from which they will produce a weekly summary. The method of journaling/note taking is up to each student. I will provide students with and demonstrate one method for journaling (a sample page to be discussed is at the end of the syllabus). I will not collect the journals, but I will collect a weekly reading summary during weeks 2-9. Summaries should be at least one page in length but should not exceed two pages.

## **Book Review and Presentation**

Students will write one book review and give one in-class presentation over the book. The choices for the book reviews are located at the end of the syllabus. The book review should be 3-4 pages long and include approximately half summary of the work and half critique. Reviews should be typed in a reasonable 12-point font and double-spaced with one-inch margins all around. You must use Turabian/Chicago footnotes when citing, and you must cite. The presentation over the book will be given in class on a day set during the first week. The presentation should be at least ten minutes long but should not exceed twenty minutes. In addition, students will distribute copies of the book review among classmates, as well as any additional handouts the student chooses to provide. If you need copies, please send me the file(s) at least 24 hours before the class.

### **Topic Proposal and Annotated Bibliography**

Students will submit a topic proposal and annotated bibliography for approval by the professor. The topic must be related to the 'barbarians' in some way and must incorporate Procopius' works. Beyond these two requirements, students are welcome to pursue a topic that best suits their interests. It is recommended that the topic somehow relate to one's MA thesis if possible. Instructions for this assignment are located at the end of the syllabus.

### **Peer Review**

Peer review is a crucial process, both for the reviewer and reviewee, in the field of history. Students will be reviewed by their peers and will review the work of their peers. A word of caution: the success of the process rests on completing a draft (of at least 10 pages) of the final paper. Failure to complete a draft will lead to an automatic F (or score of zero) on the peer review.

### **Final Research Paper**

Students will write a 15 to 20-page final term paper. The paper should be based on primary sources, backed by secondary sources, and on a subject of your choosing (per professor approval—see topic proposal section above). The same formatting requirements apply to the final paper as the review.

### **Extra Credit**

No extra credit assignments will be accepted.

### **Late Work**

No late work will be accepted.

### **Midterm Progress Report**

In order to help students keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account. All students will receive this midterm progress report. Midterm grades will not be reported on the students' transcript, nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should schedule a meeting with the instructor.

### **Important Date**

Last Day to drop with a grade of "W" is 4 December 2020. It is the student's responsibility to visit with their academic advisor prior to withdrawing from a class. Students must come to the Dean of Students office located in the Clark Student Center, room 104, to fill out a withdrawal slip.

### **Computer Requirements**

This class uses D2L as a supplement. **All class materials will be distributed on D2L (syllabus, handouts, additional readings, assignments, etc.). It is your job to have these items readily available for class.** Moreover, it is your responsibility to have (or have access to) a working computer in this class, namely for research and e-mailing purposes. 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!** 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](#).

The following includes the minimum software and hardware recommendations:

#### PC Desktops and laptops Minimum Specification

- Intel Core (i3, i5, i7) processors; 4th generation or newer
- 4 GB of RAM, 8 GB of RAM is highly recommended
- 256 GB SSD Storage
- Dual Band spectrum (2.4 GHz and 5 GHz) with 802.11ac or 802.11n
- Use Windows' Operating System and PC Info to find your hardware information

#### Mac desktops and laptops Minimum Specifications

- Intel Core (i3, i5, i7) processors; 4th generation or newer
- 4 GB of RAM, 8 GB of RAM is highly recommended
- 256 GB SSD Storage
- Dual Band spectrum (2.4 GHz and 5 GHz) with 802.11ac or 802.11n
- Use Apple's About this Mac feature to find your hardware information

**Chromebooks are not recommended, as they will not work with D2L.**

#### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first twelve 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 Northwestern State University (NSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to NSU 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).

#### **Grade Appeal Process**

Students who wish to appeal a grade should consult the Northwestern State University [catalog](#), Volume LXXVIII, number 1 (2010 – 2012), pp. 75 – 77.

#### **COVID-19 Policies**

We are currently dealing with an unprecedented pandemic, COVID-19, which complicates life on a college campus. It is possible that the instructor or a student may contract the virus. If the instructor contracts the virus, you will be notified; class instruction will go online for fourteen days, while due dates and office hours will be modified as well. If you contract the virus, please notify the instructor for accommodations. All students must follow the

university's COVID-19 policies, which means wearing a mask in the classroom, the hallway, and other public spaces, social distancing, and **assigned seating in the classroom.**

**PLEASE NOTE: Students arriving to a class without a mask will be asked to leave. Not having a mask counts as an unexcused absence. If you visit the instructor during office hours, you must wear a mask.**

**Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the professor.

<b>COURSE SCHEDULE</b>	
<b>Dates</b>	<b>Activities, Assignments, Due Dates</b>
Week 1 24 August	<b>Readings:</b> None <b>Assignments:</b>
Week 2 31 August	<b>Readings:</b> Tacitus, <i>Germania</i> Cameron, viii-48; 225-260 <b>Assignments:</b>
Week 3 7 September	<b>NO CLASS: LABOR DAY</b>
Week 4 14 September	<b>Presentation One</b> _____ <b>Readings:</b> Cameron, 134-224 Procopius Vol. 1 <b>Assignments:</b>
Week 5 21 September	<b>Presentation Two</b> _____ <b>Readings:</b> Cameron, 134-224 Procopius Vol. 2 <b>Assignments:</b>
Week 6 28 September	<b>Presentation Three</b> _____ <b>Readings:</b> Cameron, 134-224 Procopius Vol. 3 <b>Assignments:</b> Topic Proposal and Annotated Bib Due
Week 7 5 October	<b>Presentation Four</b> _____ <b>Readings:</b> Cameron, 134-224 Procopius Vol. 4 <b>Assignments:</b>
Week 8 12 October	<b>Presentation Five</b> _____

	<b>Readings:</b> Cameron, 134-224 Procopius Vol. 5	<b>Assignments:</b>
Week 9 19 October	<b>Presentation Six</b> _____  <b>Readings:</b> Cameron, 49-133 Procopius Vol. 6	<b>Assignments:</b>
Week 10 26 October	<b>Presentation Seven</b> _____  <b>Readings:</b> Cameron, 49-133 Procopius Vol. 7	<b>Assignments:</b>
Week 11 2 November	<b>Readings:</b> None	<b>Assignments:</b> Research and Write/Individual meetings with professor
Week 12 9 November	<b>Readings:</b> None	<b>Assignments:</b> Research and Write/Individual meetings with professor
Week 13 16 November	<b>Readings:</b> None	<b>Assignments:</b> Rough Draft Due (at least 10 pages)
Week 14 23 November	<b>Readings:</b> None	<b>Assignments:</b> Peer Critique Due
Week 15 30 November	<b>Readings:</b> None	<b>Assignments:</b> Research and Write
Finals Week	<b>Readings:</b> None	<b>Assignments:</b> Final Draft Due Monday 7 December (Midnight—D2L Dropbox)

## **Barbarians: Books for Presentation and Review**

Brown, Peter. *Authority and the Sacred: Aspects of the Christianization of the Roman World*. Cambridge: Cambridge University Press, 1995.

\_\_\_\_\_. *The Making of Late Antiquity*. Cambridge: Harvard University Press, 1978.

Cameron, Averil. *The Later Roman Empire, AD 284-430*. Cambridge, Mass.: Harvard University Press, 1993.

\_\_\_\_\_. *The Mediterranean World in Late Antiquity, AD 395-600*. London & New York: Routledge, 1993.

Ferril, Arther. *The Fall of the Roman Empire*. London: Thames & Hudson, 1990.

Heather, Peter. *Empires and Barbarians: The Fall of Rome and the Birth of Europe*. London: King's College, 2012.

\_\_\_\_\_. *The Fall of the Roman Empire: A New History of Rome and the Barbarians*. Oxford: University of Oxford, 2007.

Keeley, Lawrence H. *War Before Civilization: The Myth of the Peaceful Savage*. New York: Oxford University Press, 1996.

LeBlanc, Steven A. and Katherine E. Register. *Constant Battles. Why We Fight*. New York: St. Martin's Press, 2003.

Ostrogorsky, George. *History of the Byzantine State*. Translated by Joan Hussey. New Brunswick: Rutgers University Press, 1957; 1969.

Richter, Michael. *The Formation of the Medieval West: Studies in the Oral Culture of the Barbarians*. New York: St. Martin's Press, 1994.

Veyne, Paul, ed. *A History of Private Life, 1: From Pagan Rome to Byzantium*. Cambridge: Harvard University Press, 1987.

Ward-Perkins, Bryan. *The Fall of Rome and the End of Civilization*. Oxford: Oxford University Press, 2005.

Wells, Peter S. *The Barbarians Speak: The Conquered Peoples Shaped Roman Europe*. Princeton: Princeton University Press, 2001.

Wolfram, Herwig. *History of the Goths*. Berkeley: University of California Press, 1990.

## **Annotated Bibliography Guidelines**

For this assignment, create an annotated bibliography. Guidelines for doing so follow below. Please be sure to separate your citations into primary and secondary sources. You need at least **five** primary and **five** secondary sources. The last **five (for a total of fifteen sources)** can be either primary or secondary. Please note: Procopius counts as ONE PRIMARY SOURCE!

**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.

## **Sample Page: Chicago-formatted annotated bibliography**

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 Howe, R. Brian. 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

The *Chicago Manual of Style* states the following 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 CHICAGO PAPER**

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

**Your Name**

**HIST 6003 Barbarians**

**Professor**

**Date**

### **Abstract (this is bold)**

To write an abstract, picture yourself as “King of the Mountain.” Like a game, you have to defend yourself from interlopers – figuratively speaking – and hold your ground.

Conceptually speaking, there are rules of engagement and specific terminology that need to be understood before you may proceed. Briefly state your “argument” – your honest opinion, in a respectful and convincing way – what are you trying to prove with your paper? If you are including a comparison in your argument, make a brief reference to it here. Write a single paragraph that concisely and accurately summarizes the content of your paper. Abstracts generally contain 150 to 200 words. Do not indent the first line of the abstract.

## Introduction (this is bold)

The main section (body) of your manuscript will begin on page 1 (page i and page ii come before). Begin with an introduction. Note that your last name and the page number is in a header, at the upper right corner (not included in this example). There is no page number on the title page. Use double-spacing.

Use a standard font (New York, Times) and use 12-point size. Begin with the “context” of objects you are writing about. You will use raised Arabic numerals to cite your sources in footnotes<sup>1</sup> at the bottom of the page. Your word processor will insert these footnotes and format them for you: tool ribbon -> references -> “insert footnote.”<sup>2</sup>

Use the symbol “ibid.”<sup>3</sup> in your footnotes when you are referring to the same source as the previous citation, and add the page number if different.

When using pictures identify them underneath the image, use single-spacing, number your images.

A solid, thorough handbook such as the Chicago Manual of Style Online<sup>4</sup> tool. Shorter versions are incomplete and while you may choose any handbook to your liking, when in doubt, consult a full edition in the library or online. In the reference room the call number is Ref Z253 .U69 2010.

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<sup>1</sup> 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 manuscript but is still of interest. This is called a discursive footnote.

<sup>2</sup> Format for citing books the first time: First name Last Name, *Book Title* (Publisher Location: Publisher, date), page number.

<sup>3</sup> Format for citing books the second time: Last Name, *Shortened Book Title*, page number.

<sup>4</sup> 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](http://www.chicagomanualofstyle.org/tools_citationguide.html).

## Body (this is bold)

This is where you write your paper. Separate any sections with subheadings. Subheadings should be bolded but not centered.

You may choose to include a picture. In order to include a picture, follow these guidelines:

- Position figures after the paragraph in which they're described.
- Cite the source of the figure information with a "source line" at the bottom of the figure.
- Cite a source as you would for parenthetical citation, minus the parentheses, and include full information in an entry on your Works Cited page.
- Acknowledge reproduced or adapted sources appropriately (i.e., data adapted from; map by ...).
- Every figure should have a number and a caption flush left on the line below the figure.
- Number figures separately in the order you mention them in the text.
- In the text, identify figures by number ("in figure 3") rather than by location ("below").

Example:



Figure 1 Heroines, "Three-fold screen with embroidered panels depicting heroines. Designed by William Morris, c. 1860. Worked by Elizabeth (Bessie) Burden, completed 1888... Woolen ground embroidered with wools and silks...Each panel: 171.5 x 73.6 cm. From the Castle Howard Collection...The figures in the screen have been identified as Lucretia (with a sword), Hyppolyte (sword and lance) and Helen" (of Troy). In "Textiles" in *William Morris*, written and edited by Linda Parry published by Philip Wilson Publishers in association with the Victoria and Albert Museum, London in 1996 [plate M.7].

**Conclusion (this is bold)**

This is your final conclusion in one or more paragraphs. What do you honestly think about your topic? What have you learned?

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 3<sup>d</sup> 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**

Kinder, Hermann and Werner Hilgemann. *The Penguin Atlas of World History*. Vol. 1, *From Prehistory to the Eve of the French Revolution*. Rev. ed. New York: Penguin Books, 2004.

### **CHAPTER IN AN EDITED WORK (ANTHOLOGY)**

Hamilton, Bernard. "The Impact of the Crusades of Western Geographical Knowledge." In *Eastward Bound: Travel and Travellers, 1050-1550*. Edited by Rosamund Allen. Manchester: Manchester University Press, 2004.

#### EDITION OTHER THAN THE FIRST

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

#### WORK IN A SERIES

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.

#### ARTICLE IN A JOURNAL PAGINATED BY VOLUME

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

#### ARTICLE IN A JOURNAL PAGINATED BY ISSUE

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.

#### ARTICLE IN A POPULAR MAGAZINE

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>.

#### SELECTION FROM A WEBSITE

Linder, Douglas. "An Account of Events in Salem." *Famous Trials*.  
[www.law.umkc.edu/faculty/projects/ftrials/salem/sal\\_acct.htm](http://www.law.umkc.edu/faculty/projects/ftrials/salem/sal_acct.htm).



ONLINE BOOK

Mather, Cotton. *Memorable Providences, Relating to Witchcrafts and Possessions*. Boston: 1689. At Douglas Linder. *Famous Trials*.  
[www.law.umkc.edu/faculty/projects/ftrials/salem/asa\\_math.htm](http://www.law.umkc.edu/faculty/projects/ftrials/salem/asa_math.htm).

ARTICLE IN AN ONLINE JOURNAL

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](http://www.biu.ac.il/JS/JSIJ/3-2004/Friedman.pdf).

ARTICLE ACCESSED THROUGH AN ELECTRONIC DATABASE

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

ONLINE NEWSPAPER ARTICLE

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](http://www.washingtonpost.com/wp-dyn/content/article/2006/02/07/AR206020702126.html) (accessed February 9, 2006).

**Pages/Sections**

**Main Ideas/Concepts/Key Words**

**Notes**

**Summary**

Reviewee\_\_\_\_\_ Reviewer\_\_\_\_\_

The goals of peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author and 2) to help improve editing skills.

### **INSTRUCTIONS**

Read the paper assigned to you twice, once to get an overview of the paper and a second time to provide constructive criticism for the author to use when revising his/her paper. Answer the questions. Please type your responses where you are asked to explain and make the appropriate corrections on the paper when asked.

### **ORGANIZATION (10%)**

1. Were the basic sections (Introduction, Conclusion, Works Cited, etc.) adequate? If not, what is missing?
2. Did the writer use subheadings well to clarify the sections of the text? Explain.
3. Was the material ordered in a way that was logical, clear, and easy to follow? Explain.

### **CITATIONS (20%)**

4. Did the writer cite sources adequately and appropriately? Note any incorrect formatting on the paper itself.
5. Were all the citations in the text listed in the Works Cited section? Note any discrepancies on the paper itself.

### **GRAMMAR AND STYLE (20%)**

6. Were there any grammatical or spelling problems? Note problems on the paper itself.
7. Was the writer's writing style clear? Were the paragraphs and sentences cohesive? Explain.

### **CONTENT (50%)**

8. Did the writer adequately summarize and discuss the topic? Explain.
9. Did the writer comprehensively cover appropriate materials available from the standard sources (e.g., Procopius, Cameron, JSTOR, MSU library)? If no, what's missing?
10. Did the writer make some contribution of thought to the paper, or merely summarize the primary sources and/or secondary publications? Explain.

