

LSC Use Only Proposal No:
LSC Action-Date: *App-2/21/13*

UWUCC Use Only Proposal No: *12-126*
UWUCC Action-Date: *App-3/5/13* Date Action Date: *App-3/26/13*

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Soo Chun Lu	Email Address sclu@iup.edu
Proposing Department/Unit History	Phone 7-2284

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **HIST395 Introduction to Historical Methods**

2. Liberal Studies Course Designations, as appropriate
This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)

Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	<i>11/1/11</i>
Department Chairperson(s)	<i>[Signature]</i>	<i>11/1/11</i>
College Curriculum Committee Chair	<i>[Signature]</i>	<i>10-3-2012</i>
College Dean	<i>[Signature]</i>	<i>10/4/12</i>
Director of Liberal Studies (as needed)	<i>[Signature]</i>	<i>2/22/13</i>
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate	<i>Edel Reilly JECC Chair</i>	<i>11/26/12</i>
UWUCC Co-Chairs	<i>Gail Schriest</i>	<i>3/5/13</i>

Received
DEC 3 2012
Liberal Studies

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 12-726
Action App-2/21/13

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor _____ Phone _____
- Writing Workshop? (If not at IUP, where? when?) _____
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person Department Chair (R. Scott Moore) Phone 7-2284
- Course Number/Title HIST 395: Introduction to Historical Methods
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____ Phone _____
Course Number/Title _____
Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) *R. Scott Moore*
Department Chairperson *R. Scott Moore*
College Dean *A. ...*
Director of Liberal Studies *D. ...* 2/22/13

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

This is the sample syllabus for HIST 395, the second part of the two-course sequence that will replace HIST 200. This course will be a prerequisite for HIST 401-404.

SAMPLE SYLLABUS OF RECORD

I. Catalog Description

HIST 395 Introduction to Historical Methods

3c-01-3cr

Prerequisite: HIST 295.

Colloquium focusing on historiography and historical methods in the context of a specific topic. Students will be expected to improve their research and writing skills and their understanding of historiography and methods of historical research.

II. Course Outcomes:

Students will be able to

- a. Analyze the central concepts, issues, and arguments relevant to the historical topic chosen for the course.
- b. Explain the concept of historiography in the study of a particular topic.
- c. Identify and explain different historical interpretations of a particular historical topic/issue.
- d. Identify how scholars frame questions in historical scholarship.
- e. Frame questions in history.
- f. Read and analyze a historical monograph.
- g. Engage in historical research and present their results in an appropriate format.
- h. Present orally their research on an issue related to the topic of the colloquium.

III. Course Outline

Week 1 History A set of lectures and readings on the topic of the seminar, in this case the intellectual and cultural history of early 20th century China

Readings:

Selections from Jonathan Spence, *Search for Modern China*

Week 2 General historiography We will look at the development of historiography after Ranke (developments up to Ranke would have been discussed in HIST 295) in order to understand some of the main issues that face contemporary historians and how this helps to understand their work.

Readings:

Excerpts from Novick, Peter. *That Noble Dream: The 'Objectivity Question' and the American Historical Profession*. Cambridge University Press, 1988.

Weeks 3-4 Specific historiography Historical writing always takes place in the context of a conversation, and it can be hard to understand what historians are debating unless you are part of that conversation. We will be looking at the specific historiography of the May 4th/New Culture Movement.

Readings:

Paul Cohen, "Moving beyond 'Tradition and Modernity' " in *Discovering History in China: American Historical Writing on the Recent Chinese Past*. Columbia University Press, 1984

Jerome Greider, "The New Culture Movement: Intellectuals as Political Amateurs" in *Intellectuals and the State in Modern China: A Narrative History*. Free Press, 1981

Ip, Hung-Yok, Tze-Ki Hon, and Chiu-Chun Lee. "Review: The Plurality of Chinese Modernity: A Review of Recent Scholarship on the May Fourth Movement." *Modern China* 29, no. 4 (October 1, 2003): 490-509.

Assignment: Essay on May Fourth Historiography

Weeks 5-6 Reading a Monograph Monographs are the main building blocks of modern historiography, and we will read and analyze a monograph.

Schwarcz, Vera. *The Chinese Enlightenment: Intellectuals and the Legacy of the May Fourth Movement of 1919*. University of California Press, 1990.

Assignment: Write and revise a critical book review (7-8 pages)

Weeks 7-8 Question framing and research topics Each of you will work on a research project. To help you do this, we will work on: how to come up with a research topic, how to frame a research question, how to identify and locate resources you will need to answer your question and how to refine your topic. We will do this in part by looking at how other historians have dealt with these problems.

Readings:

Chow, Tse-tung. *May Fourth Movement: Intellectual Revolution in Modern China*. Harvard University Press, 1960. Selected chapters.

Eugenia Lean, "Highbrow Ambivalence: Fear of the Masses and Feminized Sentiment" in *Public Passions: The Trial of Shi Jianqiao and the Rise of Popular Sympathy in Republican China*. University of California Press, 2007.

Lee, Haiyan. "Tears That Crumbled the Great Wall: The Archaeology of Feeling in the May Fourth Folklore Movement." *The Journal of Asian Studies* 64, no. 1 (February 1, 2005): 35-65.

Yeh, Wen-hsin. "Middle County Radicalism: The May Fourth Movement in Hangzhou." *The China Quarterly*, no. 140 (December 1, 1994): 903-925.

Assignment: Writing an article review. (just like you did in HIST 295, only better)

Assignment: Annotated bibliography for research paper

Weeks 9-11 Research We will learn how to do research, focusing on the resources (both electronic and in print) that are available here at IUP. We will also work on how to assess sources and how to turn source material into historical analysis. Part of this will be done by looking at how Wang Zheng turned oral histories into historical analysis.

Readings:

Selections from Wang Zheng, *Women in the Chinese Enlightenment: Oral and Textual Histories*.
University of California Press, 1999

Assignment: Annotated bibliography

Week 12 Oral presentations The audience for written work in a course is usually your professor. Oral presentations, however, are aimed at both your professor and your classmates. It is important to develop the ability to explain your work to a mixed audience.

Assignment: Oral Presentation

Weeks 13-14 History outside the classroom We will look at how history is used outside of the academy, including the use of history in public debates, public history, and popular history, especially historical fiction and films.

Readings:

Mao Zedong "The May Fourth Movement" *Selected Works* v. 2

Visit to Indiana County Historical Society (Not May Fourth, but it is public history)

Selected scenes from the films *The Sand Pebbles* and *Once Upon a Time in China II*

Finals Week Culminating Activity

IV. Evaluation Methods Evaluation methods would vary based on instructor but must include a book review and a research project, such as an oral presentation and an annotated bibliography.

Quizzes and other short assignments	20%
Book Review	15%
Research project	30%
Article analysis paper	20%
Oral presentation	15%

V. Grading Scale

Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

VI. Attendance Policy

Attendance policy will be set by the individual instructor, in accordance with university and department policies.

VII. Required textbooks, supplemental books and readings

All sections of the course will have different readings, but all will be required to include at least a monograph

VIII. Special resource requirements

None.

IX. Bibliography

- Breisach, Ernst. *Historiography: Ancient, Medieval, and Modern, Third Edition*. 3rd ed. University Of Chicago Press, 2007.
- Howell, Martha C., and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Cornell University Press, 2001.
- Hunt, Lynn. *The New Cultural History*. University of California Press, 1989.
- Iggers, Georg G, Q. Edward Wang, and Supriya Mukherjee. *A Global History of Modern Historiography*. Longman, 2008.
- Iggers, Georg G. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. 2nd ed. Wesleyan, 2005.
- Mao Zedong. *Selected Works of Mao Zedong*. International Publishers, 1954.
- Novick, Peter. *That Noble Dream: The 'Objectivity Question' and the American Historical Profession*. 4th ed. Cambridge University Press, 1988.
- Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. Oxford University Press, USA, 2006.
- Tosh, John. *Historians on History*. 2nd ed. Longman, 2008.
- Troup, Kathleen. *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. NYU Press, 1999.
- White, Hayden. *Beyond the Cultural Turn: New Directions in the Study of Society and Culture*. 1st ed. University of California Press, 1999.
- Zhongguo shehui kexue yuan, and Jindaishi yanjiusuo [Chinese Academy of Social Sciences and Modern History Institute]. *Wu Si Yun Dong Wen Xuan*. [Selected Sources on the May 4th Movement] Beijing: Shenghuo, dushu, xinzhì sanlian shudian, 1959.

Course Analysis Questionnaire

A. Details of the Course

- A1. This will be a required course for History and SSED majors, and a prerequisite for HIST 401-404 (Topics).
- A2. HIST 295 and 395 will replace the existing HIST 200
- A3. This course has not been offered before.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.

A6. Similar courses are offered at the following institutions, among others:
Johns Hopkins, Illinois (Urbana-Champaign), Michigan and Virginia

A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course. It is, however, modeled in part modeled on the 'historical methods' course recommended in the American Historical Association's "Liberal Learning and the History Major." (See www.historians.org/pubs/Free/LiberalLearning.htm)

B. Interdisciplinary Implications

B1. This course will be taught by one instructor.

B2. The content of this course does not overlap with any other at the University.

B3. This course is not cross-listed.

C. Implementation

C1. Hist 395 will fill the same spot in the department rotation as HIST 200. We currently offer 4 sections of HIST 200 a year.

C2. Current resources (space, equipment, library materials, and travel funds) are adequate.

C3. None needed.

C4. We expect this course to be offered every year and mainly taught in the spring semester since demand for sections of History 196, 197, and 198 is much lower in spring semesters (we usually offer 7-8 sections fewer sections) than in fall semesters.

C5. We anticipate offering three sections each spring. If the number of majors increases, we plan to offer an additional section in the fall.

C6. This course will be taught in sections of 25-30. We feel that this is the largest number of students we can accommodate and still include the amount of writing that we believe that this course requires.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. This course does not involve the use of distance education.

Danielson's Domains	INTASC Principles	NCSS Themes/Program Objectives	Course Objectives	Assessments*
Domain 1. Planning and Preparation – Knowledge of subject.	PRINCIPLE 4. The teacher understands concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	1-10 Varies depending on topic In the case of Modern China: NCSS 1: Culture NCSS 2: Time, Continuity and Change NCSS 4: Individual Development and Identity NCSS 5: Individuals, Groups, and Institutions NCSS 6: Power, Authority and Governance NCSS 9: Global Connections NCSS 10: Civic Ideals and Practices	<ul style="list-style-type: none"> a. Analyze the central concepts, issues, and arguments relevant to the historical topic chosen for the course. b. Explain the concept of historiography in the study of a particular topic. c. Identify and explain different historical interpretations of a particular historical topic/issue. d. Identify how scholars frame questions in historical scholarship. e. Frame questions in a research project. f. Read and analyze a historical monograph. g. Engage in historical research and present their results in an appropriate format. h. Present orally their research on an issue related to the topic of the colloquium. 	<p>Book Review (a – d, f)</p> <p>Article Analysis (a – d)</p> <p>Research Project (a – f)</p> <p>Oral Presentation (a – h)</p>

*These are not the selected key assessments for the program.

Department commitment

The chair will be responsible for ensuring that all sections of the course are taught in the appropriate manner. As the course is intended to help history majors develop the reading and writing skills they will need to succeed in the major and in the profession all instructors asking to teach the class will be expected to make writing a central part of the course. All sections of the course will include at least one book review and a research project.

HIST 395 Writing Summary

Writing is an integral part of this class, as it is intended to help our majors build on the skills of research, analysis, and writing that they began developing in HIST 295 and will continue in the HIST 40X topics classes, which are also writing intensive. Constructing historical arguments is what historians do, and it is almost always done in writing. Teaching our students how to frame historical questions, revise their topics based on their research and write a clear, well-structured and well-supported argument is a central part of the major. The course is built around a set of skills we want students to have and also a specific topic that will vary by instructor and semester, in this case the May Fourth Movement in China.

Assignments

Assignments will vary from instructor to instructor, but all sections of the course will include article analysis papers, book reviews, short essays and a research project.

-At least one article analysis paper (2-3 pages) and one scholarly book review. (7-8 pages.) These are essentially the same type of assignment with different subjects. The student reads a scholarly article or a monograph and writes an analysis. In the paper they are expected to explain the author's thesis and how they develop their argument, critique the effectiveness of their argument and discuss their use of sources. The students will have already done some article analysis papers in HIST 295, so the main focus will be on teaching them how to do the longer and more structured book reviews. At least the book review will be revised. Being able to read and analyze secondary works is central to being a historian, and these will be skills they will continue to use throughout the program.

These assignments will be assessed on the student's ability to explain the author's thesis and critique their arguments. In some cases an extended discussion of the author's sources may be necessary, students will be expected to both figure out if it is needed and explain the strengths and weaknesses of the sources and the author's use of them. The ability to do this type of thinking and demonstrate it in writing is the core of historical study, and students will continue to use these skills in other classes. Particularly if they go on to graduate school the ability to write a scholarly book review will be essential, and while most of our students will not go to graduate school in history that should be because they don't want to, not because they lack the skills they need.

The current sample syllabus has two article analysis papers (20% of the grade) and one book review (15%) for a total of 35% of the grade.

-Various essays on the shorter readings and sources Students will write short essays (3-4 pages each) on various short readings and other sources. In this sample syllabus they would probably be on Novick, May Fourth Historiography, the films and possibly Schwarcz. These will be applying skills students have learned in HIST 295, so there should be less need for specific instruction on essay writing.

These will be assessed on the ability of students to write a clear, well-organized essay that supports their points with evidence.

Approx 15-20% of the total grade. Probably 9-12 total pages (This is the quiz grade section of the syllabus. Parts of the quiz grade might also be things like map quizzes, etc.)

-The research project. This is the most important part of the class. The students will do all the steps for writing a research paper other than writing the paper. This will involve choosing and refining a topic, locating and looking at sources and producing a final product. The final product will include an annotated bibliography of at least 2-3 pages, and either a book review of one of the monographs to be used, or possibly two article reviews, or even a short section of the paper. (so probably another 7-8 pages, total of 9-12 pages) This project will also be revised.

The project will be evaluated on the ability of the student to frame and refine a research question and the quality and breadth of their research. The annotated bibliography will be graded in part on their ability to succinctly explain the

potential value of particular sources. Article review sections and book reviews will be graded as above. If the student is asked to write a segment of the paper this will be assessed on their ability to construct a logical, well-written, well-supported argument.

This project will total of 30% of the final grade.

For the entire course, 80-85 percent of the grade will be based on writing and students will produce at least 27 pages of finished prose. At least two of the main assignments (the book review and the research project) will be revised. In all assignments students will be required to adhere to accepted scholarly standards on format, usage and citations. (Most of these skills will have been learned in HIST 295, so there should be less need to spend extensive time on these topics.)

History 395
Research Proposal Assignment

This assignment provides you with the opportunity to craft a proposal for a research paper. In so doing, you will be required to a) frame a research question; b) survey the existing scholarship on your theme/topic; c) examine the variety of appropriate sources; d) create an annotated working bibliography; e) write a review of at least one of the monographs you will be using.

The research proposal should be divided into the following sections:

-A Working Title for the Paper

-Research Question(s) – you need to tell me what your paper is intended to explain. What question(s) will it answer? Discuss the significance of your research question(s) and how they have changed as you went through your research.

-Brief Research Review – this is a short discussion of what is already written about your topic/issue and how you were able to locate these sources.

-Thesis Statement/Preliminary Thesis – Based on your quick survey of some of the literature, develop interpretations into a preliminary thesis. This is a statement of your tentative conclusion(s).

-Brief outline of your paper. If you were actually writing this paper and proving this thesis, how would you structure your argument? What things would you need to prove, and how would you organize these points?

-Annotated Working Bibliography – Compile a list of sources that you will use. For each source, provide a short description of what the source is and how you think it will be helpful for your project. (1-3 lines).

-Book Review. This should be a standard book review of one of the monographs you have selected for this paper. In addition to all the things you normally do in a book review, but you also need to discuss how this book will and will not be helpful for your project. You need to demonstrate that you understand what the author has done in their research and how you will fit this in with your research.

The grade for the project will be based on the significance and importance of your thesis, the thoroughness of your research and your ability to explain your research process and the potential value of your sources. In other words, were you to start writing a first draft at this point, how prepared would you be? Have you managed to narrow your topic down to something significant and workable? How thorough was your research and how well do you understand the strengths and weaknesses of what you have found?

Hist 395 Historiographical Essay

<http://www.fas.harvard.edu/~wricntr/documents/CompAnalysis.html>
<http://depts.washington.edu/pswrite/compare.html>

Paul Cohen, "Moving beyond 'Tradition and Modernity' " in *Discovering History in China: American Historical Writing on the Recent Chinese Past*. Columbia University Press, 1984

Jerome Greider, "The New Culture Movement: Intellectuals as Political Amateurs" in *Intellectuals and the State in Modern China: A Narrative History*. Free Press, 1981

Ip, Hung-Yok, Tze-Ki Hon, and Chiu-Chun Lee. "Review: The Plurality of Chinese Modernity: A Review of Recent Scholarship on the May Fourth Movement." *Modern China* 29, no. 4 (October 1, 2003): 490-509.

- a) Prompt: Explain the development of the historiography of the May Fourth/New Culture movement
- b) The essay should be 3-4 pages in length, word-processed, double-spaced, with one-inch margins all around.
- c) The goal of the essay is to explain the development of our understanding of the movement and how it fits into the historiography of the broader period. Be sure to explain how each of our authors explains this topic and how their views are similar, dissimilar, or build on each other. This is the same type of analytical essay you have written before, but if you have problems with it consult the links above, Benjamin's *A Student's Guide to History* or come talk to me.

Book Review HIST 395

Picking a book (assuming I have not already picked one for you)

This is the hardest and also the most rewarding part of the assignment. Since you can pick a book on pretty much any topic you like, there is no reason that you should end up with something boring, but on the other hand if you wait till the last minute you may get stuck with something you find boring or that is hard to get a good review out of. The book you pick should be a historical monograph, not a survey text, an edited volume, a memoir or a novel. All of those things are useful in studying history, but they are not the point of this assignment.

A monograph is a book on one, fairly limited, topic. It is not the same as a survey text (History of Medieval Europe) or a collection of essays. Usually a monograph is based on primary source research and it is almost always by a single author. It is usually pretty easy to tell a monograph from other types of books by the title. Monographs usually have a colon, thus *Dangerous Pleasures: Prostitution and Modernity in Twentieth-Century Shanghai* by Gail Hershatter and *Japan's Total Empire: Manchuria and the Culture of Wartime Imperialism* by Louise Young are both monographs. Usually what comes before the colon is intended to draw in readers, and the bit after tells you what the book actually is. Monographs don't always have a colon. *Policing Shanghai 1927-1937* by Frederick Wakeman and *Forests and Peasant Politics in Modern France* by Tamara White are both monographs. When in doubt you should look at the table of contents and try to figure out if the book is focused on a single topic and has a clear enough thesis for you to critique.

Academic presses (ones run by universities, like the Harvard University Press, Cambridge, etc.) publish most of the better historical monographs. If a university press publishes something a group of scholars have decided that it is a good book with something to say. They aren't always right, but they rarely publish really awful books. Routledge and St. Martin's, among others, also publish solid works on history. In general you should try to pick fairly recent books, after 1980 at least, since many (though not all) older books have been at least partially superseded by later work. If you are only going to read one book on a topic you might as well read the most current one.

Your book must be approved by me before you can start reading, so you need to start work on this early. Note that your book selection is part of your grade for the paper in the sense that if you pick a good book writing a good review will be easy, and if you pick a bad book it will be very hard and maybe impossible. I will be able to tell you if a book looks o.k. to me, but the ultimate responsibility for picking a good book rests with you.

Where to find a book

There are a few good books in the library, but you will probably end up having to use Inter-library Loan or PALCI. It is important, therefore, to get started on finding a book as soon as possible. The American Historical Association's *Guide to Historical Literature* (it's in the library (REF D 20 .155 1995) is probably the best source for a good book. The bibliography section of a recent work on the topic, is a good narrow place to look, and WorldCat is a good broad place to look.

Reading the book

This is not as easy as it may sound. These are hard books with some hard ideas in them, and the point is not just to run your eyes over each page, but to understand the author's argument enough to make a critique of it. This takes at least three steps, figuring out what the argument is, figuring out how it is being proved, and then putting the book in context.

The first of these, figuring out the argument, is usually easy, although authors sometimes assume you know quite a bit about the topic already and therefore don't explain what they are arguing as clearly as they could. It is important to figure out what the book is trying to do before you start reading page by page. You should usually start by reading the introduction and the conclusion. When you start reading the body of the book you should already know what the author is trying to prove, making the second part of your task, figuring out how well this has been proved, fairly easy.

In your paper you need to explain why you think something is convincing. It is not enough to just say that you accept or don't accept their argument, you need to be able to explain why you think that. Almost always you will start having opinions about the book before you are capable of explaining why you think this and proving to the reader why they should think the same. This is natural, but you need to move beyond that. Rather than thinking of the author as Moses coming down from the mountain with the truth, think of them as a lawyer presenting a case and think of yourself as the jury. What evidence is the author using? What are their sources? In writing a book review you will probably have to spend more time looking at footnotes than you are used to.

The third part, putting the book in context is the hardest. This book was written in the context of an existing scholarship and the author is both responding to and building on that literature. In an academic review you would be expected to explain how this book fit into this larger literature from the point of view of a person who had read this larger literature. You obviously have not done that, but you have at least read a textbook on this topic, and should have some knowledge. You should be able to make at least a few comments on how this fits into our larger understanding of the period.

Writing the paper

The book review is not a book report. I do not want a mere summary of the book, but rather an analysis of how well the author has done what they set out to do. Do not go through the book summarizing chapter by chapter. In your first page or so tell me what the book is trying to prove. Then tell me if you think they have proved their thesis or not, and what evidence in the book makes you think this. While your opinion is at the center of the review, it is not a personal opinion. (This book was booring!) but rather proving to the reader of the review that your position is correct. Why do you think what you do about the book? What specific evidence does the book give that convinces you? Why do you think that some parts of the book are weak? Although you don't want too many long quotes or too much summary of the argument, you will need some in order to back up your assertions. You don't have to entirely agree or disagree with the author. Most monographs come in several parts, and you may find some more convincing than others.

At then end you may or may not want to include a section on the larger implications of the book. All monographs are part of a larger literature, and in a review for a journal you would be expected to explain how this book fits into this. You might also be expected to talk about the author's sources. In this case you may or may not think that you have enough information to discuss these issues, but if you feel that you can it is almost always a good idea.

Grades

Your grade for the paper will be based on

- The appropriateness of the book you selected (if you selected a book)
- The clarity of your explanation of the author's arguement
- The cogency of your critique of the book
- Proper format and presentation

-You may want to look at my general guidelines on writing for some tips on how to structure your argument.

-Your review should be typed and double-spaced. You should provide the title of the book, the name of the author, the publisher and the year of publication. You should use references (embedded page numbers are fine) to show where the information in your paper is coming from.

-If the paper is turned in on time and all the other requirements have been met you will have the option of revising the paper for a higher grade. All revisions must be turned in within one week of the date the papers are returned. Note that to get a better grade the paper must actually better. If you struggled with it the first time you will probably struggle with it the second time, and I strongly recommend you come and talk to be before starting on the revisions.

[Link to sample book review](#)

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Essays and quiz assignments	3+	9-12+	y	n	20 (approx)
Article Reviews	2	4-6	y	n	20
Book Review	1	7-8	y	y	15
Research Project	1	9-12	y	y	30
Totals	7+	29-38	NA	NA	85% (approx)

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)

Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?
- Does one of your course objectives explicitly mention the improvement of writing?
- Will you distribute written instructions, including criteria for evaluation, for major assignments?
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?
- Are there at least two, and preferably more, different writing assignments?
- Will students revise at least one assignment after receiving your review comments?
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?