

SUNY-INSTITUTE OF TECHNOLOGY ☼ FALL SEMESTER 2007  
WESTERN AND WORLD CIVILIZATIONS SINCE 1400

HIS 370-11 MONDAY AND WEDNESDAY 6:00-7:50PM DONOVAN G140

Professor: Dr. Kristina A. Boylan  
Tel: (315) 792-7325  
Office: Donovan 2263

E-mail: [kristina.boylan@sunyit.edu](mailto:kristina.boylan@sunyit.edu)  
Web: <http://people.sunyit.edu/~boylank/>  
Office hours: M 5-6pm; T 10am-12pm; W 5-6pm, Th 10am-12pm, and by appointment

**COURSE DESCRIPTION:**

This course has two purposes. First, we will familiarize ourselves with some of the key issues and documents that have shaped modern, global society. To understand the cultures with which we interact on an increasing basis, we must look past the immediate present and first impressions ("exotic," "primitive," "barbaric," "weird," etc.) in order to gain a greater understanding of different backgrounds and perspectives. By examining the legacies of the encounters, conflicts, and connections that have shaped different peoples, we hope to improve political, working, and cultural relations, and we may even come to a greater understanding of our own.

Second, while the operating assumption is that you do not intend to become career historians, the skills of historical study are applicable in many areas and it is worthwhile honing them. In this course we will focus on: reading and evaluating primary and secondary sources for content and bias; understanding multiple sides in accounts of events; using maps, statistics, images, and other art forms to reconstruct and explore history; recognizing and appreciating contradictions in human behavior and in evidence; understanding causes and consequences; comprehending the "unimaginable" or the "unforgivable"; identifying the uses of history and gaps in its construction; creating theory from historical events; and understanding historical processes. Central to these undertakings is reading critically and producing writing and discussion that is, where appropriate, descriptive, analytical, and conclusive.

Why do we use 1400 as a point of departure? Is it useful to group the European and Canadian/United States traditions together as "Western Civilization" and to hold that in counterpoint with "Other" civilizations? Exactly what and who do we mean by "western" or "other"? Your goal in this course should be to form your own, satisfactory answers to these questions.

**REQUIRED READING:**

☼ Kevin Reilly, ed., *Worlds of History: A Comparative Reader. Vol. 2: Since 1400*, 3<sup>rd</sup> ed (Boston and New York: Bedford/St. Martin's, 2007). ISBN 0312446861.

**Note:** Please visit the companion website frequently: <http://bedfordstmartins.com/reilly>. Your textbook cost includes access to this website, which includes several sources that will enhance your experience in this course.

☼ Lanny B. Fields, Russell J. Barber, and Cheryl A. Riggs, *The Global Past: Volume Two: 1500 to the Present* (Boston and New York: Bedford/St. Martin's, 1998). ISBN 031210331X.

**Note:** these books have been bundled at a discount for SUNY-IT's BookMark (Unique ISBN for bundled books: 0312457707).

☼ Jan T. Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne, Poland* (USA: Penguin, 2002). ISBN 0142002402.

☼ James H. Sweet, "The Iberian Roots of American Racist Thought," *William and Mary Quarterly*, 54: 1 (Jan. 1997), pp. 143-166 [on J-STOR database; link on our Class Resources page].

☼ Additional materials online or distributed in class — see our Class Resource page at <http://classes.sunyit.edu>, select "Fall 2007," then "HIS," then "HIS 370," then "HIS 370-01" or "HIS 370-11."

All materials are on reserve at Cayan library, but you should acquire your own copies as they will be used extensively throughout the class.

**GRADING:**

**Your grade in this course is based on the following (maximum points possible after each item).** It is *your* responsibility to keep track of your grades — you should keep all graded assignments *at least* until you receive your final grade. **You can record your progress here as the semester progresses** — use the conversions to calculate how much each grade contributes to your total for the semester.

**IN-CLASS WORK (35%)**

Participation/50 points [0-5 scale, see instructors website] → your score \* 10 = \_\_\_\_\_

In-class Journal (due Mon. 3 Dec.)/100 points → your grade = \_\_\_\_\_

Midterm Exam (on Wed 10 Oct.)/100 points → your grade = \_\_\_\_\_

Final exam (week of 10 Dec., date TBA)/100 points → your grade = \_\_\_\_\_

**CLOSE READINGS (15%)**

Reading Questions for James H. Sweet, "Iberian Roots," (due Wed. 12 Sept)/50 points → your grade = \_\_\_\_\_

Reading Questions for Jan Gross, *Neighbors* (due Mon. 12 Nov.)/100 points → your grade = \_\_\_\_\_

**MAKING AN INFORMED HISTORICAL JUDGMENT: THE ORAL HISTORY AND WEBSITE REVIEW PROJECTS (50%)**

Oral History Narrative (due Mon. 24 Sept.)/ 50 points → your grade = \_\_\_\_\_

Website Review Topic and Annotated Bibliography (due Wed. 17 Oct.)/100 points → your grade = \_\_\_\_\_

First draft/peer review of classmate's work (due Wed. 7 Nov.)/ 50 points → your grade = \_\_\_\_\_

Second draft (due Mon. 19 Nov. or Wed. 21 Nov.)/100 points → your grade = \_\_\_\_\_

Website review paper (due Wednesday, 5 Dec. or Friday 7 Dec.)/200 points → your grade \* 2 = \_\_\_\_\_

**MY TOTAL/1000 points** [divide total by 10, use scale on instructor's website to find letter grade] \_\_\_\_\_

[EX. Extra Credit (add points as per descriptions below, max. 100 points)] \_\_\_\_\_

[MY TOTAL WITH EXTRA CREDIT/1100 points] \_\_\_\_\_

**MY GRADE** [divide total by 10, use scale on instructor's website to find letter grade] \_\_\_\_\_

## COMMUNICATIONS:

Office hours are your opportunity to get individual, face-to-face help, with or without an appointment. I may be available at other times as well; make an appointment or come by and see if my office door is open. If I am not in when you telephone, please leave a message on Voicemail. Barring emergencies, I will respond to phone and e-mail messages by the next business day at the latest.

Your effort to be clear and professional will contribute to a quicker, clearer, and more helpful response. On phone messages, please leave your complete name, the date and time you called, and clearly state your question or request. I will use your SUNY-IT account for all electronic communications and submissions. Always identify yourself by first and last name, followed by the class in which you are enrolled. Be specific in the subject line and in your message text about the purpose of your message. Please be sure to use appropriate language, punctuation, grammar, and proofread your email messages before you send them to me. Email messages constitute part of your class participation and leave a lasting impression on me.

This syllabus is posted on my faculty website and on our Class Resources page, so you can check our reading and test schedule and assignment descriptions from any location. From time to time I may post additional materials (e.g.: article links, blank copies of practice maps, class handouts, assignment details and rubrics, lists of journal entries) to the websites; I will announce their availability in class.

## COURSE REQUIREMENTS:

### IN-CLASS WORK (35% OF YOUR FINAL GRADE)

#### ☼ **Class attendance and participation policy (max. 50 points toward final grade for participation [5%], +≤3 for attendance):**

Regular, active **attendance** and participation is crucial to keep you up to date and to keep discussions lively. We have a lot to cover! An attendance roster will be circulated at each class meeting, and your signature on it is the official record for having attended each class. ***It is your responsibility to sign the attendance roster at each class meeting.*** Absences for religious observances will be excused as will be those for *genuine* medical reasons, family/personal emergencies, and extreme weather conditions. You must provide written notice (e-mail or note) for these absences, and should keep a record of my reply—make-up examinations and extensions will not be given without documentation. Absences for participation in campus athletics will be excused **ONLY IF** I receive documentation from the Athletics Office at the beginning of the semester. In all cases, students are responsible for all missed work. The attendance policy is as follows:

Perfect attendance - 3 points awarded above and beyond your final graded average

1 missed class - 2 points awarded

2 missed classes - 1 point awarded

3 missed classes - legitimate absences, yet no points

4 or more missed classes – will result in a lowering of your final course grade by one letter grade (e.g. B/85 to C/75, etc.)

Keep in mind: These extra points can make the difference between a failing grade and a passing one, or even between a B and an A!

**Lateness and early departures** are disruptive for your peers and instructor, and complicate class activities and record-keeping. If frequent, significant departure from class times and etiquette is observed, a similar penalty will be applied to your grade. If attendance is a problem, you should consider withdrawing from the course before the final date to do so (**Friday 2 Nov.**).

Being present in class also means taking an **active role** in the time we have together. **Preparation** for class discussions and **participation** in them is required of all students. You are expected to come to each class having done the readings and having thought carefully about them. Your goal should not be simply to talk as much as possible or regurgitate facts easily figured out from the reading. Rather, bring your insights to the attention of your peers and your instructor, and ask critical questions regarding the readings and other materials and comments. Remember, though this material may be new to you, you also bring a new background, unique perspective, and intellect to it – so share your thoughts!

I will keep track of students' participation throughout the semester, and will evaluate it for points toward your final grade. A more detailed scale is available at my website, but here's the overall idea:

**5** = Student frequently contributes thoughtful comments and insights based on class materials and relevant current events; catalyst for other student comments and instructor response; **AND** listens to others with respect and attention.

**4** = Student contributes relevant comments and insights fairly often, sometimes resulting in student/instructor response; **AND** listens to others with respect and attention.

**3** = Student rarely contributes comments, generally only at instructor's prompting, and not always with relevance to the readings and subject; polite but could be more engaged in class discussions.

**2** = Student rarely or never contributes comments and insights of her/his own volition; little to no reference to class readings; needs to pay more attention to the contributions of peers and the instructor.

**1** = Student does not contribute to class discussions; prompted comments minimal and/or disrespectful; often noticeably disinterested in instructor's and peers' contributions.

**0** = Student never contributes to class discussions and/or has demonstrated frequent disrespectful behavior towards instructor and peers.

Though it ought to be self-evident, in this day and age **classroom courtesy** policies, to prevent distractions for yourself and your classmates, must be made clear. All cellphones and pagers should be switched off prior to the beginning of class (in a case of emergency, please set your phone to silent/vibrate mode, and leave the room politely **BEFORE** you answer the call). Though our building is now wireless, you must refrain from utilizing the Web and/or any other computer applications that do not pertain to our class activities. Violations will result in both your penalizing yourself by missing classroom exchanges, and my lowering of your participation grade.

## IN-CLASS WORK, CONTINUED:

You are expected to have read the “**required reading**” prior to each class meeting. The “**background reading**” may be helpful if you are not familiar with the time periods and places discussed, but this will not be our first focus. Please bring your books, copies of the readings for the day, and/or *really* good notes to each class meeting — we will use them. Additional structured discussions or group activities, films, images, music, and literature will be used in class, and other material may be recommended for further reading — it is your responsibility to ask about any missed content, should you miss part or all of a class.

### ☼ **The in-class journal (due Mon. 3 Dec; max. 100 points toward your final grade [10%]):**

Most classes will include at least one journal activity. This can consist of 10-15 minutes of individual writing or a group brainstorming topic relevant to the class reading assignment in the Course Schedule, a map exercise, or a quiz on reading material or material recently covered in class. **YOU are responsible for filing and retaining the writings** from each class period. Please use a binder, pocket folder, or manila envelope to collect them.

If we have a quiz or use a handout, please complete the exercise and file it in your journal (if I collect the entry, file it when it is returned; your grade will also be your journal score for the day). If the journal is an individual or group exercise, please use a piece of paper separate from what you will use to take notes during class. Be sure to write the topic and the class date clearly at the beginning of each entry. Then: set down your observations from the readings and the insights, questions, and comments that you can develop on the topic; take notes that will help your group present the information required of you; complete the map exercise, answer the questions on the quiz; and so on.

This initial writing/quizzing will serve several purposes. First, it will help you get your thoughts together in order to contribute to the class discussion or activity at hand, which we will begin by addressing the issues raised by the journal or quiz content. Second, this will serve as an indicator for you and for me of how critically you are reading the materials assigned for the class and how useful they are as a whole.

You will submit your in-class journal writings and quizzes (in that folder, binder, or otherwise reasonably held together entity) **on Monday, 3 Dec**. Each journal activity will be worth 5 points each; there are 28 class meetings, so I anticipate having 20 entries (scoring will be adjusted if a different total is reached at the end of the semester). I will distribute a list of the journal topics toward the end of the semester to help you prepare your journal. Please note — to receive credit for each entry, you **MUST** hand in the handwritten originals (or, the unedited version, if you use a laptop). Please do not re-type your journals, or submit a list with “took quiz on X date” — no credit will be given for these. I want to see your first reactions!

In almost all cases, you can make up a missed journal entry to earn the maximum number of points possible. If you have missed a group-based journal activity, please contact me to discuss making up an alternative. Remember, make-up quizzes and alternate assignments will be given at my convenience and discretion.

Please note: for the individual and group brainstorming, you will NOT be graded on writing style, grammar, spelling, citations, or more than minimal coherence. You can jot down words, phrases, incomplete sentences, draw pictures or diagrams — this is your opportunity to be creative, brainstorm, and experiment. However, you must produce something relevant to the question at hand in each entry to be awarded the full 5 points. Points will be deducted when lack of effort is clear and for entries that only record subsequent class discussion.

If for some reason (e.g. a university-recognized learning disability) you feel that you cannot produce writing, however informal, on demand like this, please speak with me privately by the second week of the semester so that we can arrange an alternative grading option.

### ☼ **The Midterm and the Final Exams (2 @ max. 100 points each toward your final grade [20%, @ 10%]):**

The midterm exam (**Wednesday 10 October**) and final exam (**week of 10 December**) will cover, respectively, world history from 1400-1830 (Chinese exploration through 18<sup>th</sup>-19<sup>th</sup> cen. Revolutions) and 1750-2000 (Industrial Revolution through Globalization). A study guide will be distributed and posted online in anticipation of each exam. Exam questions will include map exercises as well as questions from quizzes and journal entries, so definitely study from your notes and exercises that you have completed and filed. In addition, there will be a short (2-3 paragraphs) essay section; you will be given the essay topics beforehand and will have the opportunity to review them in class.

## **WORK PREPARED OUTSIDE OF CLASS (65% OF YOUR FINAL GRADE):**

### **CLOSE READINGS [max. 50 + 100 POINTS – 5% +10%, OR 15% TOTAL] :**

As we have discussed, one of the benefits of including historical study in your college coursework is to hone critical thinking and research skills. We will study and discuss two detailed historical works together: a journal article and a full-length monograph. For each, you must complete the answers to its list of questions, posted on our Class Resources website (<http://classes.sunyit.edu>). You may download the question lists to your word processing program and type in your answers. Be aware that it is **REQUIRED** for you to **BOTH** hand in a copy at the **beginning** of the class that the questions are due **AND** to have a copy in front of you during the class discussion—I will be calling on students, asking for the answers! So, please print two copies.

∞ Reading Questions for **James H. Sweet**, “**The Iberian Roots of American Racist Thought**,” *William and Mary Quarterly*, 54: 1 (Jan. 1997), pp. 143-166 [on J-STOR database], **due Wed. 12 Sept. (worth max. 50 points)**.

∞ Reading Questions for **Jan Gross**, *Neighbors*, **due Mon. 12 Nov. (worth max. 100 points)**.

Again, work on these exercises at your own pace, and be sure to complete them by their respective due dates.

## WRITING ASSIGNMENTS PREPARED OUTSIDE OF CLASS [50% OF YOUR FINAL GRADE]:

### A NOTE ON PREPARED WRITING ASSIGNMENTS IN GENERAL:

Each writing assignment is listed with a due date in the Course Schedule. These due dates are real; firm due dates enable you – and me – to plan. Except when noted otherwise, writing assignments prepared outside of class must be turned in using the Turnitin.com website for our class by 11:59pm on the days listed. Any paper handed in after that point (and all papers submitted by other methods without prior permission) will be counted as **late**. Without an approved extension from me **in writing**, late assignments will be penalized a half letter grade (3.5 points, e.g. from A to A-, B- to a C+) per class overdue. I will continue to deduct 3.5 points per class from the grade the paper would receive according to its quality, even if it drops below F (=64 points). **Note: No assignments will be accepted after the last week of classes (Friday 7 December) unless you have written permission from me.**

Accountability, represented here with good, documented writing, is what being an educated person is all about. For all writing assignments prepared outside of class you **MUST** document all information that is not your original thought, interpretation, analysis, or synthesis. This includes both direct quotes (phrases or sentences taken from another source, surrounded by quotation marks: “blah blah blah”) and paraphrases (rewordings and summaries of ideas or analyses that have influenced your thinking). Your arguments will be stronger and your grade will be higher if you are **CONSISTENT** and **THOROUGH** about documentation.

The documentation system preferred by professional historians is the “Notes-Bibliography” or “Humanities” Chicago Manual of Style system (15<sup>th</sup> ed.), also explained by Kate Turabian in her book *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (Chicago: University of Chicago Press, 2007). This is the citation method **required** for your research papers prepared outside of class. All papers developed outside of class **MUST** utilize **in-text citations** (footnotes or endnotes) **AND MUST** include a bibliography at the end. Any paper handed in without in-text citations and a Bibliography (Chicago format) will receive no higher grade than a D, regardless of the quality of the writing. To familiarize yourself (this isn’t terribly different from the APA or MLA styles — historians just prefer a few more specific details, e.g. page numbers) you can look at:

∞ Chicago Manual of Style Online (15<sup>th</sup> ed.), “Chicago-Style Quick Citation Guide,” at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html) [accessed 23 Aug. 2007].

∞ Ohio State University, “Chicago Manual of Style Citation Guide,” <http://library.osu.edu/sites/guides/chicagodg.php> [accessed 23 Aug. 2007]. Also available as a nicely-laid out PDF from this site.

We’ll discuss preparation of your papers in class on several occasions. Also feel free to contact me if you have questions.

Plagiarism — passing off someone else's work as your own — is not just a violation of academic integrity or ethics: *it is a crime*. The *SUNY-IT Student Handbook*, available in print and online ([http://www.sunyit.edu/pdf/student\\_handbook.pdf](http://www.sunyit.edu/pdf/student_handbook.pdf)), states clearly that the instructor may assess a reasonable penalty for plagiarism and other violations of the Code of Academic Conduct (pp. 17-20). Reasonable penalties can include failure for the assignment, the permanent placement of a letter describing the incident in your file, or even a failing grade for the course (note: students may challenge these decisions before the Academic Conduct Board). To be clear, my procedure for dealing with violations of academic integrity that I conclude to be willful dishonesty is as follows:

1. For the first violation of academic integrity, e.g. an assignment found to contain significant amounts of copied material (more than the occasional missed quotation mark or forgotten footnote), or cheating on a test, the student will receive an F grade for that assignment, equaling 0% in the final grade tally. I will not accept rewritten assignments or give make-up quizzes or exams.
2. If a second incident of plagiarism or violation of the Code of Academic Conduct should follow, the student will receive an F for the course, and a letter describing the incident will be sent to the student’s folder and to the Dean of Arts and Sciences.

But please do not despair — proper documentation (like ethical conduct in general) is not hard to do, and conscientious attention to detail strengthens your writing! Guides for different systems can be found in the SUNY-IT library at the reference desk, and are also available online at the Learning Center’s website ([http://www.sunyit.edu/learning\\_center/](http://www.sunyit.edu/learning_center/)). We’ll discuss documentation issues in class, too. I encourage you to seek advice from the campus librarians or from the Learning Center (Donovan G155, x7310) as you write your papers. Of course, I also encourage you to contact me whenever you have questions about your sources or would like to show me a draft of your writing. ☺ Please understand that I will gladly go over these drafts *only* with you sitting with me while I edit and comment on your work; plan your time accordingly.

For that matter, the Learning Center offers workshops on plagiarism several times throughout the semester; I will announce the dates in class. I encourage you to attend one if you are not familiar with humanities-style writing or documentation. Should you need additional assistance or support, I also encourage you to utilize the facilities at the campus counseling center (Campus Center 221, x7530, <http://www.sunyit.edu/counseling/>). The counselors there can offer advice on dealing with the pressure of long-term and voluminous assignments along with the responsibilities of your other classes, jobs, and/or family; suspected learning disabilities, how to work with them, and how to notify your instructors about them while maintaining confidentiality; as well as other issues that might interfere with your studies. Official communications from the interim director, David Garrett, have official weight for faculty, including me.

### USING TURNITIN.COM

All prepared, documented writing assignments **MUST** be submitted online to the Turnitin.com website ([www.turnitin.com](http://www.turnitin.com)) in MSWord or RTF format. Note: a 3-point bonus will be offered for **combining** online submission with submission of hard copy of your paper (i.e., in

class on the day the paper is due — not one or the other, and no exceptions). You also **MUST** keep a print copy and an electronic copy of the paper for your own records.

#### **TURNITIN.COM INSTRUCTIONS:**

1. When you log on to the website for the first time, click on “Create a user profile” (upper right hand corner). Select “Student.”

Make a note of the e-mail address you will use for this site (you must be consistent): \_\_\_\_\_

And your password: \_\_\_\_\_

2. Then, enroll in our class. (*If you already have a Turnitin account, skip step 1, login, and start here.*)

Write our Class ID here (not posted online for security reasons): \_\_\_\_\_

Write our Class Enrollment Password here (not posted online for security reasons): \_\_\_\_\_

3. You will be directed to your own “student homepage.” Click on the link for the class, and follow the instructions to submit your written work online.

4. For subsequent submissions, log in using your e-mail address and password; options will follow from your student homepage.

#### ☼ **The Oral History/Family Narrative (due Mon. 24 Sept./max. 50 points toward your final grade/):**

**Approx. length: 3-5 double-spaced pages (900-1500 words).**

Many people approach this class with the assumption that history out there in the “rest of the world” has little or nothing to do with their majors, and it certainly has no connection to their own lives. To the contrary, you are connected with many historical events, and being able to understand history and your place in it will enhance your perception and capabilities in many areas, not just this class! This assignment will get you started in establishing what historian Carl Barker called “a usable sense of the past” (and will serve as the foundation for subsequent assignments).

You will interview as many members of your family (biological or affective) as possible – anyone who is willing to share with you details from his or her life/their lives. A list of questions to start with is posted on our Class Resources page, and the overall goal of your interview is to identify this: What are your family’s origins and/or connections with places and cultures *outside* the United States? How does your family fit into historical events? How is your family connected to the world? You will write up a narrative description of your cultural inheritance in a 3-5 page essay, due on **Monday, 24 Sept.** This essay should include a description of your methodology (Did you tape-record or videorecord and transcribe interviews, or just take really good notes? Did you review the narrative with your interviewees, or choose to work on the details yourself afterwards? Did you use other sources such as published or unpublished documents written about your family? Did you find old photographs and other memorabilia helpful in understanding the people you come from?) as well as your interviewee’s information about his/her/their own life/lives and those of others (for details, see assignment grading rubric on the Class Resources page).

Because this assignment is meant for personal use and is not intended for publication, you are not required to obtain Institutional Research Board approval for use of information from this “human subject.” However, you **MUST** respect the rights and wishes of the person(s) whom you interview to protect her/his/their privacy (e.g. by withholding certain details, by using a pseudonym, etc.) and **MUST NOT** publish the information from this project in any way without acquiring explicit, written permission from your interviewee(s). To get a sense of how to start an oral history project, you may want to look at these online guides to responsible oral history practice:

∞ South Dakota State Historical Records Advisory Board/South Dakota State Historical Society, “A Beginners Guide to Oral History” (2004) at <http://www.sdhistory.org/arc/oralbook1.pdf> [accessed 23 Aug. 2007].

∞ Baylor University/Texas Oral History Association, “Links about Oral History,” at <http://www.baylor.edu/toha/index.php?id=31601> (several good sites with advice for getting started and working responsibly are listed here) [accessed 23 Aug. 2007].

#### ☼ **The Website Review:**

**Approximate length: 7-10 double-spaced pages (2100-3000 words), plus Bibliography (note: you are free to write more, but speak with me if you are concerned about the length of your paper).**

It seems simplistic to say that the Internet is changing the way that we research and discuss history. As you know, anyone who knows web designing programs, or who can pay someone who does, can post information to the Web. There are some excellent sources available for world history, which, when properly cited, can and should be used for your assignments — in this class, we will learn to assess them carefully!

Judging the historical merits of a website may seem daunting at first—how can you, as a non-professional, state whether it is a “good” or “bad” source for learning about the historical issue you are interested in? You **CAN** do this, and do it well, by engaging in the *ne plus ultra* of historical research: **cross-referencing**. Do the facts on the website check with facts listed in other, reliable sources? How about their presentation: is it responsible (giving balanced views or good justifications to favor one set of data or its interpretation) or irresponsible (poor/inflammatory word choice, no justification for bias or point of view, no indication of sources of information)? In the end, is this a source you would recommend to someone else interested in learning about the same process?

Examine the details from your Oral History/Family Narrative. What element of your family’s background interests you most? Select a historical event or phenomenon that occurred (outside the legal boundaries of the USA, please) and do what people increasingly do first: find a website that deals with it. To realistically limit your work, try to be specific in your selection (e.g., The History Place’s page on

genocide in Rwanda) rather than an entire, overarching site or main page (The History Place or Steve Schoenherr's "World War Two Timeline"). Following its selection, you will then locate and use OTHER kinds of historical sources to judge the merits of the web page.

At our library workshop (**Monday 24 Sept.**), a librarian will introduce the variety of tools available through Cayan Library that you can use to investigate a theme in World History and its presentation on an Internet web site. You should prepare for this presentation or follow up on it by looking through our textbooks and/or in other publications or online, to try to find some information on the issue or event that piqued your interest. USE THIS TIME to explore your options and to learn the mechanics of looking up information from various media.

∞ **Topic + annotated bibliography (due Wed. 17 Oct. to Turnitin.com/max. 100 points):**

We will spend some class time discussing what you found, where your research might go, and how to write about it. Meanwhile, you will submit a website topic proposal and annotated bibliography, **due Wednesday 17 October**. According to the Cornell University Library website, found at: [www.library.cornell.edu/olinuris/ref/research/skill28.htm#what](http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what), the purpose of an annotated bibliography "is to inform the reader of the relevance, accuracy, and quality of the sources cited." In this assignment, you must:

- Indicate to me in writing the website that you intend to review:
  - list the title or name of the site, its author(s) or generating organization, and its complete URL
  - give a brief (1-2 paragraph) description of its origin and content
- Provide an annotated bibliography (meaning that you provide a short description (30-50 words or so) for each of at least six (6) bibliographic sources that you will use to review the site. There are a few restrictions:
  - You must use at least two (2) books and two (2) articles from reputable, scholarly journals [or four (4) scholarly articles if no books are available or haven't received from Interlibrary Loan yet] dealing with your topic.
  - No more than two (2) sources in this annotated bibliography may come from the Internet.\*
  - No more than two (2) can come from the course texts.
  - Don't forget that your interview counts as a source! List the interview according to Chicago Style guidelines.

\* Please note that the scholarly articles (and other periodical articles) that you find on SUNY-IT's online databases do not count as "Internet sources," since they are published in such a way that committees of experts and/or editors review and edit their content (also, many of them were once printed on paper, before being scanned or uploaded to the database). This can get confusing, as you read both kinds of sources on a glowing screen — ask me or a librarian if you are not sure which is which.

Your use of web sources must be balanced with other sources in your final paper as well. In other words, if you don't know how, learn to find newspaper and journal articles in print and on databases, and order material on Interlibrary Loan — you'll need it!

∞ **Peer review (due in class on Wed. 7 Nov/ max. 50 points):**

You will not be "alone" in preparing this assignment. The grading rubric for this paper is available on our Class Resources website — use it as you prepare the first draft of your paper. In fact, the first person to read a version of your paper will not be me, but will be one of your classmates. We will dedicate time on **Wednesday 7 Nov.** to an **in-class peer review**. You must bring a copy of your paper-in-progress to class (this paper should be written to the best of your ability and it should be close to its final length). You will give your paper to me and I will redistribute the papers to others in the class. We will begin editing these papers in class, and you must return them to class by **Wednesday 14 Nov.** You will be spending some time reading the other person's paper and making suggestions to improve your peer's paper. You will fill out a checklist sheet and will write comments for each other; then you will submit the checklists attached to the papers. You will receive **up to 50 points toward your final grade for your assistance to your classmate** (this is not a day to miss—there will be no substitute activity for this assignment!), as well as the benefit of having a second person read your paper and make recommendations. The goal is to help your fellow student write an even better paper.

∞ **Second draft (due by Wed. 21 Nov., 11:59pm to Turnitin.com (Mon. 19 Nov. for hard-copy bonus)/max. 100 points):**

Then, you will be required to hand in a **second draft** by **Wednesday 21 Nov.** This version should be well on its way to being complete — I will grade this paper according to the grading rubric posted on our Class Resources page, while acknowledging that it is a draft and you will have the opportunity to make improvements to the paper. I will make extensive comments on this paper, and you are encouraged to make an appointment with me outside of class to discuss how to improve weaker areas and to answer any other questions you might have.

∞ **Final version (due by Fri. 7 Dec., 11:59pm, to Turnitin.com (Wed. 5 Dec. for hard-copy bonus)/max. 200 points):**

This is it — having consulted with at least one classmate and with me, you are expected to turn in the final, polished version of your website review by the end of the last week of class. I will use the grading rubric for this assignment and will apply it strictly, paying special attention to areas where your classmate and I raised concerns and offered suggestions. This paper will not be edited line-by-line, though I will offer some general comments along with its final grade.

[Descriptions of required assignments for this class end here.]

### EXTRA CREDIT ASSIGNMENTS:

You have several opportunities to earn extra credit points toward your final grade. You can write an extra paper about an on-campus exhibit and historical lecture, on one of the films we will use in class, or on the book-length monograph we have studied in detail. If other opportunities arise for earning extra credit, I will announce them in class (these may include attending an on-campus or community event or watching a documentary, and writing a short summary relating the contents to our class; these will be given 0-50 points based on their quality). A maximum of 100 extra credit points can be applied to your final grade.

#### ☀ **Film Review (max. 100 points toward your final grade):**

**Approximate length: 3-4 double-spaced pages (900-1200 words).**

We will watch three feature films in this class. I have selected them because they provide images that complement our readings and discussions — so pay attention (your next journal may be a film quiz, as well)! I will distribute a viewing guide on the same day that we watch each film. When possible, I will put copies of the films on reserve in the library as well (you must watch the films in the viewing rooms at the library). These feature films all claim to be ‘based on a true story.’ As you watch each film, you should consider how accurate it is, based on a comparison with available sources — do you think it is a good resource for learning about the historical issue at hand, and world history in general? Who is telling the story? Would another story teller offer a different version? What do you think that version might say?

To answer this question, you will write a critical, scholarly review of one of the feature films. This means that the review should consist of more than comments on the acting, scenery, costumes, writing style, etc. I have seen the films before, and do not need to read an extended summary of the events of the film. Your aim here is to evaluate the historical accuracy of the movie and the degree to which the movie is useful and illustrative to learn about historical issues (the assignment grading rubric to follow and an extended description is available on our Class Resources website):

To write this paper, you MUST do some research: to evaluate the film as a useful piece for learning or considering history, you MUST compare the film to other sources. Primary or secondary sources relating to the historical issues in the films are best. On each film guide, I will list the relevant sections of our class textbooks and some high-quality resources (materials placed on reserve, available on our databases, or online). Also, you MUST cite one of the sources listed on the film guide, and must follow the Chicago Style for all sources, using in-text citations and a Bibliography to demonstrate how they prove your points. Any film review submitted without proper documentation, and any film review based solely on commercial or non-academic sources (e.g. popular press film reviews, RottenTomatoes.com, private internet postings of film reviews) will not receive credit (i.e., a ZERO (0) grade). Remember, I want you to analyze the portrayal of history, not just the film’s story or “style.” You may, of course, use more sources — just keep the quality of your sources in mind as you research and write the review.

**Due Date:** In one sense, up to you. Following the viewing of each feature film, you will have a two-week ‘window’ to submit the paper, which ends on **19 September, 14 November, and 5 December**, respectively. For the first two films, I will NOT accept first versions after this deadline (if you miss it, you may hand in the paper on the last day of class). If you are happy with the grade, great! If you would like to revise it before the end of the semester (**Friday, 7 December**) for a higher grade, you may do that as well (due to time restrictions, this option does not apply to the *Fog of War* paper).

#### ☀ **Commentary on Linda Eneix exhibit at Gannett Gallery/Class Lecture (due 31 Oct./max. 100 points):**

This semester we are fortunate to have an exhibit of photographs on the Prehistoric temples of the island nation of Malta installed on our campus. The photographer, Linda Eneix, will speak in our class on Wednesday, 17 Oct. 2007; she will be participating in several other on-campus events, which you are encouraged to attend as well. Following the presentation of her work, you will write a paper comparing the images and interpretations you have seen with those described in several historical resources (on reserve at Cayan Library; a complete list, as well as a more detailed grading rubric, is available on our Class Resources website). You MUST cite at least one of the sources listed, and must document your essay following the Chicago Style, using in-text citations and a Bibliography to demonstrate how they prove your points. Any paper submitted without proper documentation will not receive credit (i.e., a ZERO (0) grade).

In your paper, focus on at least one of these two points:

- ∞ Though the constructions Ms. Eneix focuses on were built millennia ago, what do they tell us about points of contact among human communities? (MacNeil and MacNeil’s *Human Web* is especially relevant here.)
- ∞ How have archaeologists and historians interpreted what we can learn from the temples? Did understandings shifted over the nineteenth, twentieth, and early-twenty-first centuries? (Gouder and Bonello articles especially relevant here.)

And conclude: what did you learn from the exhibition? The ‘first window’ for assignment submission closes two weeks after her presentation, on **Wednesday 31 Oct.**; similar to the film review, if you have submitted the first version on time, you may revise it for a higher grade before the end of the semester (by **Friday 7 December**).

#### ☀ **Analysis and Review of Jan Gross, *Neighbors* (due by 7 Dec./max. 100 points):**

You will have prepared for this assignment, in part, by completing the reading questions for discussion of the book (12 and 14 November). Pay attention to our in-class discussion, and write a paper exploring at least one of these points:

∞ Gross reminds us that “the greater the catastrophe, the fewer the survivors” (p. 92). If there are few witnesses left to work with, how can a ‘crime’ in history be proven and verified? What kind of evidence and cross referencing is necessary? Having examined the book and complementary materials carefully, do you think Gross does this well for the Jedwabne Massacre of July 1941?

∞ What do the responses of surviving witnesses, bystanders, and descendants tell us about the process of creating and writing history? If different parties disagree over descriptions of events or their implications, can a unifying history (such as Gross’ book) be written? Or does some people’s rejection of works like Gross’ book, despite its documentation and cross-referencing, mean that such a project is, ultimately, doomed to failure?

For both, see Antony Polonsky and Joanna B. Michlic, *The Neighbors Respond: The Controversy over the Jedwabne Massacre in Poland* (Princeton, NJ: Princeton University Press, 2004), on reserve at Cayan Library (an additional list of resources, as well as a more detailed grading rubric, is available on our Class Resources website).

**COURSE SCHEDULE: READING ASSIGNMENTS AND DUE DATES [all dates subject to verification]**

☼ REMEMBER—THIS IS A READING-INTENSIVE COURSE ☼

Wk	Date	Reading	In-class activity	Assignment Due
1	M 27 Aug.	<b>Get your books!</b>	Introductions — review of goals, syllabus, policies, assignments	Start reading!
	W 29 Aug.	<b>Required reading:</b> Reilly, Ch. 1 “Overseas Expansion in the Early Modern Period,” 1-21 Historical Context and Methods/Maps, 1-4 Joseph Kahn, 5-8 Zheng He, 8-13 Gavin Menzies, 13-21 <b>Background reading:</b> Fields, Barber, and Riggs (FBR), Ch. 23 “Oceanic Explorations and Contacts,” 557-573.	Discussion	Read!
2	M 3 Sept.	<b>LABOR DAY—NO CLASS—RELAX!</b>		
	W 5 Sept.	<b>Required reading:</b> Continue Reilly, Ch. 1, 21-41 Christopher Columbus, 21-30 Kirkpatrick Sale, 30-40 Reflections, 40-41 Begin Reilly, Ch. 2, “Atlantic World Encounters,” 42-65 Historical Context and Method, 42-45 Bernal Díaz, 45-55 <i>Broken Spears</i> , 55-61 Bartolomé de las Casas, 61-65 <b>Background reading:</b> FBR, Ch. 24 “Early European Colonialism,” 575-599 and Ch. 25, “The American Exchange” 601-621	IN-CLASS FILM #1: CABEZA DE VACA	Read!  <b>* Remember: Monday 10 Sept. is the last day to add or drop a course without academic record.*</b>  <b>* W grade begins Tuesday 11 Sept.*</b>
3	M 10 Sept.	<b>Required reading:</b> Finish Reilly, Ch 2, “Atlantic World Encounters,” 65-89 <i>European Views of Native Americans</i> , 65-67 David Pieterszen DeVries, 68-71 Nzinga Mbemba, 71-75 Willem Bosman, 75-78 Olaudah Equiano, 78-86 Reflections, 86-87 <b>Background Reading:</b> FBR, Ch. 26, “The African Slave Trade,” 623-643 and “Issue 6— Slavery around the Globe” 687-695	Discussion	Read!
	W 12 Sept.	<b>Required Reading:</b> James H. Sweet, “The Iberian Roots of American Racist Thought,” <i>The William and Mary Quarterly</i> , 3 <sup>rd</sup> Ser., Vol. 54, No. 1 (Jan. 1997), 143-166 [on J-STOR database].	Discussion of Sweet Reading Questions	SWEET READING QUESTIONS (bring 2 copies; one for instructor, 2 <sup>nd</sup> for your use in class).



4	M 17 Sept.	<p><b>Required reading:</b> Reilly Ch. 3, State and Religion, 88-102 Historical Context and Methods/Map, 88-90 Jonathan Spence, 90-93 Matteo Ricci, 93-99 <i>Japanese Edicts Regulating Religion</i>, 99-102</p> <p><b>Background reading:</b> FBR, Ch. 28, “Colliding States in East Asia,” 667-685</p>	Discussion	Read!
	W 19 Sept.	<p><b>Required reading:</b> Reilly Ch. 3, States and Religion, cont., 102- Bada’uni, 102-106 Donald Quataert, 106-111 Martin Luther, 111-117 Roger Williams, 117-120 Reflections, 120-121</p> <p><b>Background reading:</b> Ch. 27, Empires in Central Eurasia, South Asia, and North Africa,” 645-665 [It makes sense to read them in this order]</p>	Discussion	Read!  EXTRA CREDIT: CABEZA DE VACA REVIEW DUE BY 11:59pm TODAY (Turnitin.com)
5	M 24 Sept.	<p><b>Required reading:</b> FBR, Ch. 29, “European Cultural and Religious Upheaval” 699-727 and FBR, Ch. 30, “European Absolutism,” 729-753</p>	<p><b>LIBRARY SESSION</b></p> <p>Discussion of readings and Oral History/Family Narratives</p>	ORAL HISTORY/ FAMILY NARRATIVE DUE BY 11:59pm TODAY (Turnitin.com)
5	W 26 Sept.	<p><b>Required reading:</b> Reilly, Ch. 4, Gender and Family, 122-158 Historical Context and Methods, 122-123 <i>Family Instructions for the Min Lineage</i>, 123-130 Mao Xiang, 130-135 Kenneth Pomeranz, 135-138 John E. Wills, Jr., 138-145 Anna Bijns, 145-147 Mary Jo Maynes and Ann Waltner, 148-157 Reflections, 157-158</p>	Discussion	Read!
6	M 1 Oct.	<p><b>Required reading:</b> Reilly, Ch 5, “Scientific Revolution,” 160-192 Historical Context and Methods, 159-160 Franklin Le Van Baumer, 160-166 Galileo Galilei, 166-171 Natalie Zemon Davis, 171-177 Mary Wortley Montague, 177-179 Lynda Norene Shaffer, 179-184 Sugita Gempaku, 184-187 Benjamin Franklin, 187-190 Reflections, 190-192</p> <p><b>Background reading:</b> Begin FBR, ch. 31, “Revolutions in Europe, the Americas, and Asia” 755-758</p>	Discussion	Read!
			<p><i>Midterm exam study guide distributed in class today (test will cover material through W 3 Oct.).</i></p>	
6	W 3 Oct.	<p><b>Required reading:</b> Reilly Ch. 6, “Enlightenment and Revolution,” 193-226 Historical Context and Methods, 193-195 David Hume, 195-198 Denis Diderot, 198-203 <i>American Declaration of Independence</i>, 203-207 <i>French Declaration of the Rights of Man and Citizen</i>, 219-221 Mary Wollstonecraft, 210-217 Toussaint L’Ouverture, <i>Letter to the Directory</i>, 217-220 Simón Bolívar, 220-225 Reflections, 225-226</p> <p><b>Background reading:</b> Finish FBR, ch. 31, “Revolutions in Europe, the Americas, and Asia” 755-781</p>	Discussion	Study!
			<p><i>Midterm Review</i></p>	
7	M 8 Oct.	<b>FALL BREAK— NO CLASS—RELAX!</b>		

7	W 10 Oct.	<b>MIDTERM EXAM</b>		Read and work on assignments!
8	M 15 Oct.	<p><b>Required reading:</b>  Reilly Ch. 7, “Capitalism and the Industrial Revolution,” 227-272  Historical Context and Methods, 227-228  Arnold Pacey, 229-234  Adam Smith, 234-240  <i>Sadler Report to the House of Commons</i>, 240-245  Karl Marx and Friedrich Engels, 245-252  Peter N. Stearns, 252-259  John H. Coatsworth, 259-268  Iwasaki Yataro, 268-271  Reflections, 271-272</p> <p><b>Background Reading:</b>  FBR, ch. 32 “The Global Industrial Revolution,” 783-803</p>	Discussion	Work on assignment
	W 17 Oct.	<p><b>In-Class Lecture Event:</b>  Linda Eneix, <i>Unsolved Mysteries: Malta’s Prehistoric Temples: Intrigue, Debate, and Controversy</i></p> <p><i>As a compliment to her exhibit in the Gannett Gallery (11-18 Oct. 1007), Ms. Eneix will describe and discuss with us both her own creative work and its environment (past and present). This lecture is linked to one of our <b>extra credit opportunities</b>; there is some complementary <u>reserve reading</u> (see above).</i></p>		TOPIC AND ANNOTATED BIBLIOGRAPHY FOR WEBSITE REVIEW DUE BY 11:59pm TODAY (Turnitin.com)
9	M 22 Oct.	<p><b>Required reading:</b>  Reilly Ch 8, “Colonized and Colonizers,” 273-307  Historical Context and Methods/Maps, 273-275  Jurgen Osterhammel, 275-280  George Orwell, 280-289  David Cannadine, 289-294  Joseph Conrad, 294-298  Chinua Achebe, 298-304  Rudyard Kipling, 304-305  Reflections, 306-307</p> <p><b>Background reading:</b>  FBR, ch. 34 “Imperialism around the Globe” 833-855</p>	Discussion  IN-CLASS DOCUMENTARY: “Guns, Germs, and Steel: Into the Tropics”	Read!
	W 24 Oct.	<p><b>Required reading:</b>  Begin Reilly Ch 9, “Nationalism and Westernization,” 308-324  Historical Context and Methods, 308-309  Theodore Von Laue, 310-317  Fukuzawa Yuikichi, 317-320  <i>Images from Japan</i>, 321-324</p> <p><b>Background reading:</b>  FBR ch. 33 “Modern Nationalism” 805-831</p>	Discussion	Read!
10	M 29 Oct.	<p><b>Required Reading:</b>  Finish Reilly Ch 9, “Nationalism and Westernization,” 324-345  Mohandas K. Gandhi, 325-329  Jawaharlal Nehru, 329-332  Luther Standing Bear, 332-227  José Martí, 337-344  Reflections 344-345</p> <p><b>If you can, look at:</b>  FBR ch. 37, “Transformation of Russia and China,” 913-937 — focus on approx. 1905-1930 (we’ll look at the 1930s-1980s later)</p>	Discussion	Read!

10	W 31 Oct.	<p><b>Required reading:</b> Begin Reilly, Ch. 10, “World War and Its Consequences,” 346-369  Historical Context and Methods/Map, 346-348  Sally Marks, 349-356  Erich Maria Remarque, 356-360  <i>Government Posters: Enlistment and War Bonds</i>, 360-67  Siegfried Sassoon, 367-368  Wilfred Owen, 368-69</p> <p><b>Background Reading:</b>  FBR ch. 36, “World War One and the Versailles Peace,” 889-911</p>	IN-CLASS FILM #2: BEHIND THE LINES	Read! EXTRA CREDIT: ENEIX/MALTA ASSIGNMENT DUE (Turnitin.com) <b>*Note: Fri. 2 Nov. is the last day to withdraw from classes (receive W grade) *</b>
11	M 5 Nov.	<p><b>Required reading:</b> Finish Reilly, Ch. 10, “World War and Its Consequences,” 370-382  Rosa Luxemburg, 382-385  V. I. Lenin, 373-377  Woodrow Wilson, 377-380  Reflections, 380-382</p> <p><b>If you can, look ahead:</b> Reilly, Ch. 12, David Fromkin, 428-434</p>	Discussion	Read!
	W 7 Nov.	<p><b>Required reading: The Interwar Period</b>  FBR ch. 38, “The Great Depression, 1929-1941,” 939-955 and ch. 39, “National Socialism around the Globe,” 957-975</p>	Discussion  SECOND HALF OF CLASS: PEER REVIEW	Read! PEER REVIEW VERSION OF WEBSITE REVIEW PAPER DUE (TURN IN w/ CHECKLIST AT END OF CLASS).
12	M 12 Nov.	<p><b>Required reading:</b>  Jan Gross, <i>Neighbors</i> (the entire book)  Begin Reilly, Ch. 11 Fascism, World War II, and Genocide, 383-399  Historical Context and Methods/Map, 383-385  Joachim C. Fest, 385-392  Heinrich Himmler, 392-394  Jean-François Steiner, 394-399</p> <p><b>Background reading:</b>  Begin FBR ch. 40, “World War II and Holocausts,” 977-1001</p>	Discussion of <i>Neighbors</i> questions and WWII	Read!  GROSS READING QUESTIONS (bring 2 copies; one for instructor, 2 <sup>nd</sup> for your use in class).
	14 Nov.	<p><b>Required reading:</b>  Finish Reilly, Ch. 11 Fascism, World War II, and Genocide, 400-420  Iris Chang, 400-404  Mahmood Mamdani, 404-415  Glenn Garvin and Edward Hegstrom, 415-419  Reflections, 419-420</p> <p><b>Background reading:</b>  Finish FBR ch. 40, “World War II and Holocausts,” 977-1001</p>	Discussion	Read!  EXTRA CREDIT: BEHIND THE LINES REVIEW DUE (Turnitin.com)
13	M 19 Nov.	<p><b>Required reading:</b>  Reilly Ch. 12, Religion and Politics, 421-468  Historical Context and Methods/Maps, 421-422  Theodor Herzl, 422-428  David Fromkin, 428-435  <i>Zionist and Arab Cases to the Anglo-American Committee</i>, 435-442  Abba Eban, 442-448  Ari Shavit-Benny Morris interview, 448-458  John Mearsheimer and Stephen Walt, 458-467</p> <p><b>Background Reading:</b> FBR ch. 42 “Populations in Change,” 1041-1059 and Issue 9—Ethnicity and Politics 1061-1067</p>	Discussion  Peer review of website review papers	Read!
	W 21 Nov.	<b>THANKSGIVING BREAK—NO CLASS—RELAX!</b>		

14	M 26 Nov.	<b>Required reading:</b> FBR ch 41, "The Cold War Era," 1015-1039 <b>Background reading:</b> FBR ch. 37, "Transformation of Russia and China," 913-937 — focus on 1930-1989	IN-CLASS FILM #3: THE FOG OF WAR	Read!  SECOND DRAFT OF WEBSITE REVIEW PAPER DUE BY 11:59pm TODAY (Turnitin.com)
	W 28 Nov.	<b>Required Reading:</b> Reilly Ch. 13 Women's World, 469-505 Historical Context and Methods, 469-470 <i>Marriage Law of the People's Republic of China</i> , 471-473 Betty Friedan, 473-476 Assia Djebar, 476-483 Carolina Maria de Jesus, 483-489 Aung San Suu Kyi, 489-494 UNFPA, 494-497 Diane Dixon, 497-504 Reflections, 504-505	Discussion  IN-CLASS DOCUMENTARY: "Ladies First"	Read!
15	M 3 Dec.	<b>Required reading:</b> Begin Reilly Ch. 14, Globalization, 506-543 Historical Context and Methods, 506-5 Sherif Hetata, 509-513 Philippe Legrain, 513-517 Miriam Ching Yoon Louie, 517-522 Benjamin Barber, 522-526 <i>Global Snapshots</i> , 527-530 John Roach, 532-535 Andrew C. Revkin, 535-538 Larry Rohter, 538-541 Reflections, 542-543	Discussion  <i>Final exam study guide given today</i>	JOURNALS DUE AT END OF CLASS TODAY
	W 5 Dec.	<b>Last discussion</b>	<i>Final exam in-class review</i>	FINAL VERSION WEBSITE REVIEW DUE BY F 7 Dec., 11:59pm (Turnitin.com)  EXTRA CREDIT: FOG OF WAR REVIEW (Turnitin.com)
Finals	10-13 Dec.	<b>FINAL EXAM: ON MATERIAL FROM 15 Oct-5 Dec. 2007</b> <b>Date and time to be announced; location: this room.</b>		

### SOME IMPORTANT ON-LINE RESOURCES

American Historical Association: <http://www.historian.org/>  
 Bridging World History: <http://www.learner.org/channel/courses/worldhistory/>  
 Center for History and Media: <http://chnm.gmu.edu/>  
 Doing History: <http://www.dohistory.org/>  
 Ease History: <http://www.easehistory.org/index2.html>  
 History Matters: <http://historymatters.gmu.edu/>  
 Library of Congress: <http://www.loc.gov/>  
 Organization of American Historians: <http://www.oah.org/>  
 Women in World History: <http://chnm.gmu.edu/wwh/index.html>  
 Women's History: <http://bubl.ac.uk/link/w/womeninhistory.htm>  
 World Bank: <http://www.worldbank.com/>  
 World History Association: <http://www.thewha.org/>  
 World History Connected: <http://worldhistoryconnected.press.uiuc.edu/>  
 World History Matters: <http://worldhistorymatters.org/>