History 102  ❖ Western Civilization II
Modern History
❖
Course ThinkBook
Study Aids, Policies, and Assignments
❖
For sections taught by
Laura Trauth
❖
2007-8
Revised 9/07
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History 102
Course Information and Assignment Book
Instructor: Laura Trauth
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Welcome to History 102: Western Civilization II, Modern History

This is a course focusing on the history of Europe from AD 1500 to the present. While it is primarily western history, we will look at the West’s interactions with the rest of the world as well. Who’s teaching this course? My name is Laura Trauth, and I’ve taught history now for 11 years, nine of them at CCBC. Before coming to the college, I taught other subjects as varied as SAT prep, art history, and biology. My historical specialty is in early modern history, and I currently do research at the Catholic University of America. My hobbies include reading, gardening, bird watching and baking.

I hope you enjoy this course and find it both interesting and challenging! One way to make sure you do is for us to clearly set the expectations at the very beginning. I don’t want you to expect the same experience that you had in High School! College learning experiences are very different than high school course work. I’ve talked to many students here who’ve told me that they only needed to study a total of five or six hours a week in high school! In college, you should expect to study six to eight hours a week outside of class per 3 cr. course in order to do well! Obviously this can be a big change, and equally big commitment!

Time isn’t the only difference between college and high school. In college you are assumed to be a professional student in charge of your own learning. I’m sure you’ve heard the adage: give a man a fish and you’ve fed him for a day, teach him to fish and you’ve fed him for a lifetime? Well, elementary and middle school were all about giving you a whole lot of fish. High School was about learning to fish. In order to cover the required materials, college instructors have to assume you’re well on your way to that goal of being self sustaining. In a sense, then, we focus on the more advanced “catching” strategies, and require you to bring a lot more of the fish to class yourself!

To get away from the sea food analogy, what this means is that in this course and most others, you will be responsible for getting information out of the textbook on your own, for getting assignments in on time, realizing when a test is coming up, coming to the instructor for help if you need it, and so on. An important concept in doing this is called Locus of Control. Realize that you have a great deal of control over your life. You may not be able to affect outside events, but you and only you determine how you react to them.

Here’s an EXAMPLE of Locus of Control: two students who found learning the textbook material hard: ‘Jane’ put off doing the reading. She blamed the text because it was too hard and uninteresting, blamed her roommate for playing loud music that broke her concentration, and blamed the teacher for not going over it in lecture. ‘Joe’ confronted the problem head on and tried to figure out why he found this particular text hard. He set aside time to make himself work on the material, and talked to the teacher about more efficient ways to get the important information. Who took responsibility for their problem? Who took control of it? Who do you think earned the higher grade? Taking control is hard, but always very rewarding!

CCBC Essex is a learning-centered institution, and taking responsibility for your own education is a big part of this. But another big part of the philosophy is the idea that you aren’t in it alone! If you are having problems, ask questions about the material in class, or come talk to me and I’ll provide lots of strategies and tips. The Student Success Center, Writing Center and Library staff can all provide you with help too! If you are willing to put the time and effort into learning, you will find CCBC and me committed to helping you anytime, anyplace, and anywhere. For example, this course book and much more is available on-line, and I hold “virtual office hours” via e-mail and occasionally chat so I’m available to you in the evening! So this is it! Take the plunge! This is a tough course – anything else wouldn’t challenge you to excel! But you have my promise I’ll also do my best to make it an interesting course where you’ll learn to see and analyze the world you live in. You’ll hear funny stories and meet interesting people, both in the pages of the textbook and in the classroom next to you. You’ll learn history, but you’ll also learn how to learn a lot, and when it comes down to it, that’s what college is all about!
Part I: Syllabus and Policies
HIST 102: History of Western Civilization I: Modern History

**Professor:** Laura Trauth  
**Office:** L312A  
**Phone/Voice Mail:** 410-780-6153  
**E-mail:** LTrauth@ccbcmd.edu  
**Course Web Page:** http://faculty.ccbcmd.edu/~ltrauth/history/  
**Office Hours:** MWF 12:15-2:15 pm & by appt. By email weeknights ~ 5-7 pm

General Course Information

**General Objectives:**
The successful student will, after completion of this course, be familiar with the flow of major events that form the backbone of Western history. You will also be able to analyze primary and secondary historical texts and communicate this knowledge clearly and concisely through discussion and written assignments. The goal of this course is not simply for you to learn history but to start becoming a historian yourself!

**Required Books and supplies:**
2. Course ThinkBook (this thing!)
3. Any good pocket-sized English dictionary

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<thead>
<tr>
<th>Grade Components</th>
<th>Final Grade Determination:</th>
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<tr>
<td>2 Midterms (50 points each)</td>
<td>Total Pts: % Grade:</td>
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<tr>
<td>Final Exam (125 if cumulative)</td>
<td>450-500 90-100 A</td>
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<tr>
<td>SWoRD Paper (50)</td>
<td>400-449 80-89 B</td>
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<tr>
<td>SWoRD Paper Reviews, Back reviews</td>
<td>350-399 70-79 C</td>
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<td>Prep Tests (3x 25 pts)</td>
<td>300-349 60-69 D</td>
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**Active** participation in class and small-group discussions will count for 10 points of the total grade. Unexcused absences of more than three (3) class-hours (a standard MWF class is one hour) will result in a loss of 25 points from your final score. Multiple absences beyond these will result in a continued loss of points at a rate of five points per class-hour and can result in a failing grade. **Documented** absences for a good reason (family emergencies, work conflicts, illness, official collegiate activities, etc.) are excusable. **Please be on time so as not to disrupt the day’s activities.** Persistent late arrivals will be treated as absences.
Assignments and Policies

ASSESSMENTS:

The exams will be a combination of map, identification, and essay questions. More detail on the format of the IDs and Essays is given in the Rubrics section, and review information will be available before the exams themselves. The midterms will focus primarily on 3-4 chapters each. There is a cumulative final worth 125 points. However, if you don’t miss or fail a midterm, you don’t need to take this cumulative final. Instead you’ll have the option of a third non-cumulative midterm. You may use a 3x5" hint card of notes on each of the exams, but they are otherwise closed book and closed notes.

The prep tests are of the same format as the exams, but are at least 50% o materials from book that we have not yes covered in class. They are shorter than the midterms. They will have 3-4 map questions, one ID, and a 1 page mini-essay.

PAPERS:

The College writing policy states that clear, correct, and concise writing is an important factor in your education. Poor writing will affect your grade on the paper. Please see the rubrics section for more on how the papers will be graded.

The Expertise Portfolio will be 5-8 pages long, but it is not written like a traditional paper. Instead, it will be a collection of instructions, advice, and illustrations about a specific topic relevant to running your sovereign power game. You’ll pick a topic that interests you in consultation with the instructor. You might, for example, want to learn about ship building in the late 18th century. Your portfolio might have pictures of frigates, a discussion of how they were designed and built, a list of the resources needed and where to find them, etc.

There is a Web Research Paper also. It is shorter (2-2.5 pages), but requires critical thinking and must be typed and proofread. This paper will be peer graded in its initial stages. We’ll use a program called SWoRD to do this, and you’ll receive a grade for your reviews as well as for the paper itself. For information and help with SWoRD, go to this web link: http://www.lrdc.pitt.edu/schunn/SWoRD/links.html

SOVEREIGN POWER:

In this game you will run imaginary central European countries from 1720 to 1840. You will be able to make legislative, economic, social, military, and infrastructure changes. You can wage war, make treaties, invent machines and more. Each turn is worth 25 points. All the points can be earned through participation, even if your ideas don’t turn out quite the way you wanted them to. Some students have interpreted the fact that this is a participation game as meaning it doesn’t require any effort. This is not the case. You need to actively participate with your group, turn in one of the turn forms (or cooperate on more than one), research new inventions, and so forth. It just means that you can’t lose the 75 turn points if a neighboring country conquers you! 10-15 Victory Points are available to the team with the most prosperous and happy country at the end of the semester (depending on the degree of victory). Rules are in the back of the book and a tutorial is available at: http://www.lyonet.net/teaching/sp/tutor/
DISCUSSIONS:

As part of class participation, we will have 3-4 discussions on various readings. You’ll have input on which time periods or topics you’d find interesting to discuss. Readings will be posted on WebCT or on reserve in the library. All the readings will be short: 5-20 pages.

EXTRA CREDIT:

Extra credit opportunities will be discussed in detail later. Extra credit is a privilege and is offered only to those students who regularly attend and seriously attempt all required work. **IMPORTANT: Extra credit CAN NOT replace any points lost by failing to do an assignment or a rewrite, or through un-excused absences, and plagiarism will result in the loss of extra credit in addition to other penalties.** But for students who meet these criteria there will be nearly a letter grade of extra credit available.

What do the restrictions mean? Suppose a student decides not to do the SWoRD reviews. Those are worth 75 points. That means that, regardless of extra credit, and even with straight A’s on everything else, that student can never earn more than 425 out of 500 points for the class (i.e. a B).

If you have a major, documented emergency during the term, you may be able to do a larger extra credit project. If you’re failing the class, however, you do need to show improvement in regular credit assignments before we discuss any additional extra credit beyond the small assignments available to all students. Why? Being distracted by extra work if you’re struggling with the core work will only hurt your grade!

**Make-Ups and Late Papers:**

For logistical reasons, there are NO makeups held for a missed midterm. If you miss one midterm for an EXCUSABLE, DOCUMENTED reason, you will take the cumulative final at the end of the semester. If you fail a midterm, you must also take the cumulative final to replace the grade.

For logistical reasons there are NO makeups of Quizzes, regardless of the reason missed, unless you can attend a test at another scheduled time (i.e. with the other class). There are many extra credit points given over the course of the term that are available to all students. If you miss one prep test but do well on the others, you’ll still come out ahead in points. If you don’t miss any prep tests, all these points are “freebies!”

The papers and labs are due IN-CLASS on the day listed in the syllabus for your section (as well as on WebCT if specified). Don’t miss class to finish your paper. That’s not an excused absence! If you don’t get the paper to me in class, you can **take a chance** on finding me later that day on campus. I make no guarantees! I might be there until 2pm or even later, or I might have to leave early that day for a meeting at Catonsville. All papers that are in my hands by the time I leave campus on the day due will be able to earn full points. Papers permanently lose 25% of the available points per WORK DAY that they aren’t turned in to me. You can NOT earn these points back by rewriting.

What if your schedule or learning style means you require more time for finishing a paper? Maybe you’re going out of town. Maybe you need more time to proofread. Maybe you’ve got a big exam on the day the paper is due! In that case, come see me and I can give you the information you need to start the paper EARLY and finish it on time!
Any short extra credit assignments that are offered must also be turned in at the required time. There are no exceptions for any reason, as these assignments are, in many ways, privileges for attending and participating. If you are not present when they are handed out, it is your responsibility to get the assignment from a classmate and turn it in on time.

**All reasons given for missing a class/assignment MUST be verifiable.** Written verification is preferred, but other means of verification may be acceptable at the instructor’s discretion. If you know in advance that you will be missing class, speak to me about the conflict before the day(s) you will be absent. In other cases, contact me at the earliest possible time.

**OTHER CLASSROOM/COLLEGE POLICIES:**

**Inclement Weather Policy:**
Should it be necessary for the College to close or abbreviate its schedule because of poor weather, announcements will be made on WBAL, 1090 AM, after 6:30 am. The closing will also be announced on our web page. In addition, a recorded announcement of delays and closings is available if you call the campus switchboard. Please note that you must call this campus! Closings at Catonsville or Dundalk may or may not be reflected here.

If the College’s opening is delayed, you are expected to be where you would normally be at the announced opening time. In other words, if you have a class scheduled from 10:10 to 11:05 am and the campus opens at 10:30, that class will meet from 10:30 to 11:05 – it is not canceled! But use common sense too. If the college opens with 5 minutes left in a class, we won’t try to accomplish anything. 20 minutes, on the other hand, is enough time to hold part of a class. If a scheduled exam in this class is cut short by a delayed opening, it will be moved to the next regularly scheduled class period and we will have a regular class meeting during the shortened period. Also, if you feel you can not safely get to campus, please don’t try! Email or call me to let me know right away, and submit anything due that day via email to stop the clock. **Schedule changes due to weather will be posted on the class web site by noon on the canceled day.** Please check there to find out what exactly you need to do!

**Dropping and Withdrawing:**
If you find yourself in a situation where you are considering leaving the course, please come talk to me about all your options. Once you drop the class, you can’t get back into it, so talk to me first! For example, sometime your situation might make auditing or a grade of “Incomplete” a better choice. For an incomplete, you must have a serious documented emergency and you must also have completed most of the course requirements.

An Audit is similar to a W. Like a W, you don’t earn any credits. However, it tells anyone looking at your transcript that you continued to attend the class. So for an Audit, you don’t have to do any of the assignments for the class, but you must continue to attend according to the stated attendance policy (criteria differ for web classes). If you don’t continue to attend after switching to an Audit, then your AU will become a W.

If you decide to drop the course as a credit course, regardless of the reason, please remember to fill out all the official paperwork. If you cease to attend but remain on my class role, I will
have to give you a failing grade. You can withdraw in the Registration Office. For legal/financial reasons, your other instructors and I CAN NOT drop you -- you MUST do it yourself. See the syllabus or college calendar for the last day to withdraw/audit.

Academic Honesty:
To cheat goes against all the concepts behind the Learning College. Plagiarism on papers, using secret notes on an exam or quiz, copying from other students (including materials from previous terms’ Western Civ courses), buying papers, or any other form of dishonesty is ABSOLUTELY UNACCEPTABLE under any circumstance.

You can and should study and brainstorm with other students, but ALL THE WORK YOU TURN IN in this course MUST be entirely your own with the exception of Sovereign Power turn summaries. All outside material referenced in papers must be adequately identified as such for the paper to receive a grade. In other words, if you used the textbook or other sources, you MUST cite them – BOTH direct quotes AND paraphrases.

To discourage anyone from feeling tempted, ALL papers in this class that are not actually written in class will be submitted to a plagiarism detection site. Also to discourage cheating, penalties for academic dishonesty are straightforward – at the very least you can expect to lose all the points available on that assignment. You may fail the entire course. Plagiarism can potentially lead to further disciplinary proceedings before the college’s new conduct committee and can affect your sports or scholarship eligibility and more.

Who cares? YOU should! Imagine yourself seated at Graduation, all the years of hard work behind you. The person sitting next to you says smugly, “What a crock. I didn’t do any work at all in my classes and no one ever caught me cheating.” How would that make you feel? If our some of our local employers overheard such a comment, what would that do to your chances for a good job? Cheating hurts every student. Just as shoplifting results in higher prices for everyone, so cheating cheapens the value of YOUR hard work.

Classroom behavior:
The Campus Code of Conduct is in effect at all times when you are in class or on campus. If you are not familiar with the Code, you will find a copy in the College Catalog and the free planners distributed by the Student Activities office. Things you need to be aware of in this course specifically include the following:

Talking
I encourage all students to ask questions and participate actively in the educational process. However, all conversations carried on by all of us during class should be polite, respectful of fellow learners, relevant to the topic being discussed, and addressed to the entire classroom or current Cooperative Learning Group. The classroom is a place to learn and grow. There is no place here for hateful or discriminatory language. NOTE: there is no talking during prep tests and exams in order to allow everyone to concentrate and to ensure that each person’s work is their own. Respect everyone in the classroom, and treat them as you’d like to be treated.
Seating and Technology
Normally you’re expected to remain seated throughout the class. If, however, you need to
leave the room, please do so quietly so as not to disturb your fellow students. You don’t need
to ask my permission to get a drink of water or go to the restroom, except during an exam or
quiz. If you have a medical condition that requires you to stand or move, just talk to me
before class and we’ll work out a solution. During exams, please sit as far from your fellow
students as the number of chairs will allow (i.e. every other seat if possible) and make sure the
chairs are evenly spaced. If you need access to a plug for a laptop, we’ll certainly try to
accommodate you!

Audible cell phones and pagers are not allowed in class, period. Please turn them completely off
of possible when you get here – that will make it easiest for you and classmates to focus on the
subject matter. If you have an emergency situation that requires you to have a phone or pager,
please set it to vibrate or text message mode so it doesn’t disturb others! Hand-held games,
CD players, and other personal entertainment devices are also not appropriate in the classroom
– they detract from your learning and that of your classmates.

Apparel
Generally, what you wear is entirely your business! Hats with brims are not allowed during
quizzes or exams, however. They may be removed or the brim may be rotated to the back (in
a baseball style hat). If any students wear clothing that disrupts the class for some reason,
the issues will be resolved on a case-by-case basis.

Food and Drink
OK, I’m a caffeine addict teaching early classes, so believe me, I get it! Soft drinks are
permissible during class, as long as you leave the classroom in the same shape it was at the
beginning of class. Soda bottles and cups should be thrown away, and you should be prepared
and willing to clean up any spills! Food is generally louder and messier, and I’d prefer that you
don’t bring food into the classroom. Gum is fine if long as you keep it to yourself (i.e. no
bubbles, cracking noises, etc.) and dispose of it properly. Alcohol and other drugs are not
allowed, nor should you come to class under the influence of such substances. This doesn’t
refer to properly used over-the-counter medications or substances legally prescribed to you by
a doctor. It does, however, include tobacco. It’s a college regulation that no tobacco may be
used inside CCBC buildings.

Violence and Lack of Civility
Our campuses are generally very safe. Unfortunately, the number of violent incidences on
college campuses is growing nation-wide, and that could someday affect us. CCBC is,
however, doing everything possible to make your learning experience a safe one, and does not
tolerate violence or the threat of violence on campus at any time. Please see the Security
office in E Building for tips on protecting yourself and your possession both on- and off-campus.
Uncivility is also not acceptable. Threats and insults do not belong in a collegiate
environment. Any time you feel angry or tempted to speak out towards another, remember
one thing: most of the things people do that make you angry aren’t intentional. The person
probably doesn’t realize they’re ‘punching your buttons.’ Always assume ignorance rather than
malice and (politely) critique the behavior rather than the person.
Learning and Lifetime Resources

College is challenging and requires a significant commitment from the learner in terms of time and effort. No one has to face this challenge alone, however! The College has many resources that can help you in this course and others, as well as with balancing school with other aspects of your life. The most obvious resource is me – the person who will be facilitating learning in your section! I’m here to help you master the course content as well as improve your writing, analysis, and study skills. If you need help with any aspect of the course, call me, e-mail me, or come see me during my office hours. You don’t need an appointment to come by unless you can not make it during any of my scheduled times. If this is the case, I’ll gladly work with you to find a good time.

I can also help accommodate special needs you may have. For example, if you have a learning disability or known schedule conflict and think you are going to need more time on a paper, I’ll be very happy to talk to you about the paper early, so you can have that time and still meet the deadline. Likewise, if you require extra time on quizzes and exams because of a documented disability, we’ll arrange to meet your needs as soon as you come tell me about them. Dictionaries are allowed on exams to assist those for whom English is a second (third, fourth) language.

You can access course material for this class at anytime and anywhere that you have access to the Internet. You’ll find this course book as well as tutorials, a bulletin board, reviews, study games, assignments, sample papers, and other resources at:

http://faculty.ccbcmd.edu/~ltrauth/history/

In addition, there are many other resources which you may wish to take advantage of such as:

**Counseling and Academic advising Services:**
The Counseling Center, located on the second floor of the Academic Support building (E-bldg.), offers academic advising and transfer counseling to the general student population. Psychological consultation and referral services are also offered. Drop in during walk-in hours for a brief visit or call 780-6973 to make a half-hour appointment with a counselor. Day or evening hours are available. Advisors assist students in course selections and developing individual educational plans. All new students should meet with a counselor to discuss course selection based on assessment and placement test results and educational goals. The Counseling Center also offers transferable credit courses such as Student Development (SDEV) 101 - Achieving Academic Success. This course “focuses on attitudes and behavior that affect student success and helps the learner develop concrete and practical strategies to increase their chances for academic success.

**The Office of Diversity and Academic Support:**
The Office of Diversity and Academic Support is located on the first floor of the college community center and offers such programs as: Mentoring, Student Orientations, Cultural Activities, the Bally Scholarship, the Black Student Union and Hispanic/Latino Student Union, and the Focal Point series of lectures.

**The Office of Special Services:**
The mission of the Office of Special Services is to meet the needs of CCBC students with
disabilities. Their services can help anyone with a physical or learning disability or chronic health impairments. They also offer the services of a consulting psychologist. They are located on the first floor of E building in the Counseling/Testing area. For an appointment with one of their staff members, please call 410-780-6741 (voice) or (410) 238-4601 (TTY).

**Project START:**
Project Start is a federally funded program that was initiated to help students maximize their potential both academically and personally. Project START is staffed by a Student Transfer and Retention Team. It is located on the first floor of E building and offers services such as help with raising grade point average, Study Skills and Test Taking Workshops, Tutoring Services Career, Transfer, and Personal Counseling, Time Management Workshops and Financial Aid and Personal Finance Workshops. Anyone who wants to do the following things can apply: raise your GPA, get help in transferring to a 4 year institution or deciding on a career track, get assistance in academic planning, or find a tutor. Contact Project START at 410-780-6544.

**The Student Success Center:**
The Center is located in E307 on the third floor of the E building, and provides support such as tutoring for most courses in most programs. Tutoring is a wonderful resource for all learners. Tutors are personal trainers for academic subjects and having their feedback and encouragement will help you master this and other subjects! The Success Center also has computer programs that can analyze your learning and study styles among other things! Stop by or call 410-780-6820 and the staff will quickly help you find what you need. No appointments are necessary! If you have earned an A in a history class and would like to tutor, please talk to me!

**Turning Point:**
Turning Point is a program designed to assist displaced homemakers (individuals over the age of 30 who have lost financial support due to separation, divorce, death, or disability of a spouse), and single parents in the difficult transition between the homemaking experience and the job market. The counselors in Turning Point offer: Career Counseling, Academic Planning, Personal Support and Support Groups, Job Placement and Tuition Assistance. Call 410-780-6846 for more information.

**The Writing Center:**
The Writing Center is run by the English Department (H&A Building, Room H339, Phone 410-780-6799). They will give you valuable feedback on writing or rewriting papers. They can help you with grammar or structural issues, as well as with the challenge of making a rigorous argument in your paper! They also have an on-line writing lab, the OWL, which can be accessed from the web and the Library (another great resource!) and Other Resources page of the college web site.

**Studygroups:** CCBC will help you set up a study group. Just talk to the Office of Student Life. The college will help you find a room, and I’m happy to talk to your group about how to make the most of a study group. If I’m on campus at the time you meet and you’d like me to attend, I’ll do my best to be there.

**Clubs:** You’ll find that college is more interesting and engaging if you become involved in clubs and activities. The Office of Student Life can help you find out if there’s a club you’re interested in on campus and even help you start your own!
Common Course Outline

The overall requirements (number and format of test, papers, books etc.) for this course are derived from the Common Course Outline. This document is used by all three CCBC campuses and all the history courses to make sure the course meets certain minimum requirements for a college history course. All your CCBC General Education courses are based on common course outlines. This ensures that you can transfer all your Gen Ed credits and that CCBC remains an accredited higher education institution. Here are the course objectives from the Common Course Outline for this class:

Upon successful completion this course, students will be able to:

1. analyze and discuss the role of social institutions, individuals, ideas and inventions, power, economy, and social structure in the regions and times covered by the course.
2. demonstrate the capacity to characterize the various stages of western civilization according to what is distinctive about each era.
3. compare and contrast the characteristics of these historical cultures and define their relationship to preceding and succeeding eras.
4. demonstrate the ability to analyze and think critically about modern society as it relates to the past, and be able to identify the relevant antecedent events that have shaped the present.
5. analyze the relationship between ideas and the social institutions and forces which they shape and are shaped by.
6. analyze the relationship between ideas and the social structures and forces which they shape and by which they are shaped.
7. identify and analyze the way individual and cultural values infuse inquiry.
8. analyze the evolution of human ideas about nature, man, the state, and the role of religion in society.
9. describe and analyze the cultural diversity that exists within the traditions that constitute western civilization.
10. identify and describe the place and significance of western art, thought, and technology in their contemporary social, political, and economic contexts.
11. describe and analyze the role and condition of marginalized peoples (women, the under-classes, and ethnic and religious minorities) within pre-modern Europe and the Mediterranean.
12. identify and apply a variety of historical methods, sources, and interpretations.
13. identify the value and role of electronic media in historical research and analysis
14. express their understanding of the historical concepts above through identification of objective facts.
15. express their understanding of the historical concepts above through analysis of both primary and secondary sources.

The common course outline also sets the type and amount of work that a student should do in order to accomplish all the goals listed above. While individual instructors set the exact requirements for the course, the course outline describes the following minimums:

1. Significant required reading assignments, normally consisting of 450 pages or more of reading generally considered to be of college level.
2. Attendance and active participation in every class is expected.
3. Exams (minimum of 3) and quizzes consisting of a combination of objective and critical thinking/analysis components.
4. Written assignment(s) that allow for analysis of primary and/or secondary sources. Sources may include books, articles, on-line or electronic media, and art work/cultural performances. Written assignments will total a minimum of 600 words written in class, 2000 words written out of class...
5. Individual or group presentations of relevant materials.

Remember – while this may seem like a lot, the requirements were set in order to ensure that all courses within a discipline meet the same standards, that CCBC remains an accredited school and that all the credits you earn here are transferable to other schools across the country!

C.A.T.s or Classroom Assessment Techniques

Many classes wait until the big-points exams to help you evaluate your progress as a student. Even more classes, while they may have quizzes, wait until the end of the course to give the instructor feedback that can improve his or her teaching. Often teachers don’t get these course evaluations until weeks or months after the course ends! Now how much sense does that make!

There’s a better way! Classroom Assessment Techniques (C.A.T.s) are one of the ways that instructors can quickly and regularly assess where you are at in your studying, how clear lectures and discussions are, and what’s working best in the classroom. They are short, non-graded forms of feedback. Sometimes they’re anonymous, sometimes not. Sometimes we’ll write responses on the board, sometimes on paper.

We’ll use several forms of C.A.T.s from time to time in this class. I might ask you to summarize the main points of a chapter or a lecture in a paragraph or less. I might ask you to tell me the clearest and the muddiest points from lecture, or to make a practice ID. We’ll do these on note paper and they will only take a minute or two.

When we do C.A.T.s, please take the time to participate seriously and to the best of your ability! The C.A.T.s part of class participation and they really will help you get the most out of the course!
Grading Rubrics

What’s a grading rubric? If you’re an education major, you may already know! It’s a checklist that instructors use to make sure their standards are consistent and appropriate. All instructors have them, but they don’t always write them down. Mine certainly aren’t a secret! I want everyone to do well in this course, so I’m giving you the rubrics up front. They differ for different assignments.

The sample rubric below is for a paper. Rubrics are scored on a scale of 1-6, where 1 means the criteria is absent, 1 reflects work that is not being done at a college level and 6 is exceptional, well beyond what is expected. These convert easily to both a percentage scale and a letter grade scale. You will never have to do the conversion yourself, but I’ve included the conversion scale anyway so you’ll be able to see how I’m doing it.

The ultra-detailed rubric at the end of this section is the basis for both paper and exam grading rubrics. The difference between an exam essay or practice essay and the formal paper is that structure and grammar count for more on a paper you have more time to write, and in a practice or exam essay, memorized book detail counts for more.

- For a practice or exam essay, grammar and structure count for 15-16%. For the formal paper, the grammar and structure count for 33%.
- In the formal paper, one category (Content) covers book facts, thoroughness in answering the whole scope of the question, and quotes from sources. In the essays that rely more on memorization, thoroughness, vocabulary and dates/places are three separate categories.

Short Versions of the Rubrics for Papers and Exam Essays

On the next page you’ll see the same thing that you’ll see on returned exams and papers – the short versions of the rubrics. They give only single words to categorize the different levels in the rubric: superb, good, fair, etc.

The detailed descriptions of what each number, 1-6, mean for each category is at the end of this section. So is the conversion from the 6-point rubric to a percentage and them to points on a paper. You can look these up as needed.
This is the SWoRD Paper Rubric (also on the Cover sheet). Note that content counts twice and structure once, so structure is a third of your grade. The rubric you’ll use to assess peer papers on SWoRD asks you to look only at MAJOR structural issues (is evidence cited, are there paragraphs, is the paper readable), not finer details (is the bibliographic format correct, is the usage of a particular word correct). I’ll do the latter!

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>superb</th>
<th>v. good</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking: Logical Argument and Depth of Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Critical Thinking: Synthesis and use of Sources</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Research Skills (if evaluated), use of facts (incl. date/place)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Content Score :</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure: Intro, Conclusion, Paragraphing</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Grammar, Usage, and Typos</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citations and Bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Structure Score:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Overall Score: (content+content+ structure)/3 = ______ = _____% = ______ points out of ______

The Exam and Practice Essay Rubric looks like this. It’s similar but you can see there’s less emphasis on correctness of grammar and structure, and more emphasis on those things that indicate critical thinking (CT) and memorization of detail (names, dates, places):

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>superb</th>
<th>v. good</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoroughness: answers question asked, discusses all or most periods</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Detail: uses specific examples (vocab) from class &amp; book, is factually</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Relationships: has dates &amp; sense of chronology and conveys a sense of</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CT/Analysis: shows cause and effect, clear logic, cross-cultural patterns</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CT/Synthesis: integrates provided quote, uses info from dift. sources to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure: grammar, spelling, paragraphing - clear communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Score:</td>
<td>6↑</td>
<td>5↑</td>
<td>4↑</td>
<td>3↑</td>
<td>2↑</td>
<td>1↑</td>
</tr>
</tbody>
</table>

**What about the other parts of the exams?**

Well there really are no rubrics per se for map questions. They are purely objective and worth one (1) point each on Prep-tests and two (2) on midterms.

- Places for the map questions don’t need to be spelled perfectly on handwritten exams. I just need to be able to sound out what you wrote and tell that it sounds like the right place.
- On any WebCt tests, you will have a reference list of all possible places to pick your terms from so that they are spelled right. There will be more terms on the reference list than on the map, so you won’t be able to use process of elimination though!
The ID Clusters are graded as follows:

Each ID Cluster should tell:
- Who or what the term is for TWO TERMS (1 pt ea)
- Where each happened or where they were from if a person (1 pt ea)
- And when they happened/lived. The dates can be rounded (½ pt ea)
- Then the ID should relate the two terms to at one of the 10 Big Questions (2 points ea.)
- Here’s an example ID cluster:

**Term 1: Louis XIV**
- Who: king (1 pt)
- Where: France (conquers much of W. Europe) (1 pt)
- When: AD 1643-1715 – exact dates are great!

**Term 2: Joseph II**
- Who: emperor(1 pt)
- Where: Austria (1 pt)
- When: late 1700’s - rounded dates (early/mid/late century) are fine too!

**BIG QUESTION:** both these terms are connected to: **Role of Religion in society**

**Compare/contrast:** both of these terms show that religion played a role in how people governed, even into the Enlightenment and beyond. Louis XIV, the Sun King, relied on the justification of Divine Right to rule, so he needed everyone to believe that he was, like the old kings of Israel, appointed by God. So he passed the Edict of Fontainebleau that outlawed Huguenots. On the other hand, Joseph II believed in the principles of the Enlightenment and allowed religious and other freedoms. His reign ended in civil disorder (4 to 5 points).

This ID cluster earned the full 9-10 points. When you take prep tests and exams, you will have to do some of my clusters, but will also have the choice of making your own from a sub-set of the vocabulary (you won’t know which words in advance though!)

The Big Questions are in the Learning Strategies handout and **will be on the tests.** You won't ever have to memorize them. Print them out, though, and keep them handy. That way you can think about them as you ID terms. When you make flash cards, list the relevant BQs on the back with the who/what where. This will also help you study for essays. Say you're being asked to learn an essay about government in the colonies for the midterm. Just pick out all the flash cards you've made on people or things that have to do with how you govern, arrange them in a good order, and you've got the outline of your essay!
To convert the 1 to 6 point score of the grading rubric to a percentage or to the number of points you have earned on the assignment, simply look up the score in the first column and read across. If you have an odd number (3.7, 5.9) then just split the difference between the rows above and below.

Remember that the 1-6 point score is an average of both content (worth 2/3) and structure (worth 1/3) scores. Significant problems with basic skills can, however, lead to an automatic “R,” regardless of percentage earned.

<table>
<thead>
<tr>
<th>6.0 Scale on Rubric</th>
<th>Percentage Grade</th>
<th>Points out of 50</th>
<th>Points out of 75</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.0</strong></td>
<td>100.0</td>
<td>50</td>
<td>75</td>
<td>A+</td>
</tr>
<tr>
<td>5.8</td>
<td>98</td>
<td>49</td>
<td>73.5</td>
<td>A</td>
</tr>
<tr>
<td>5.6</td>
<td>96</td>
<td>48</td>
<td>72</td>
<td>A</td>
</tr>
<tr>
<td>5.4</td>
<td>94</td>
<td>47</td>
<td>70.5</td>
<td>A</td>
</tr>
<tr>
<td>5.2</td>
<td>92</td>
<td>46</td>
<td>69</td>
<td>A</td>
</tr>
<tr>
<td><strong>5.0</strong></td>
<td>90</td>
<td>45</td>
<td>67.5</td>
<td>Lowest A</td>
</tr>
<tr>
<td>4.8</td>
<td>88</td>
<td>44</td>
<td>66</td>
<td>B+</td>
</tr>
<tr>
<td>4.6</td>
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<td>43</td>
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<td>4.4</td>
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<td>B</td>
</tr>
<tr>
<td>4.2</td>
<td>82</td>
<td>41</td>
<td>61.5</td>
<td>B</td>
</tr>
<tr>
<td><strong>4.0</strong></td>
<td>80</td>
<td>40</td>
<td>60</td>
<td>Lowest B</td>
</tr>
<tr>
<td>3.8</td>
<td>78</td>
<td>39</td>
<td>58.5</td>
<td>C+</td>
</tr>
<tr>
<td>3.6</td>
<td>76</td>
<td>38</td>
<td>57</td>
<td>C</td>
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<td>3.4</td>
<td>74</td>
<td>37</td>
<td>55.5</td>
<td>C</td>
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<tr>
<td>3.2</td>
<td>72</td>
<td>36</td>
<td>54</td>
<td>C</td>
</tr>
<tr>
<td><strong>3.0</strong></td>
<td>70</td>
<td>35</td>
<td>52.5</td>
<td>Lowest C</td>
</tr>
<tr>
<td>2.8</td>
<td>68</td>
<td>34</td>
<td>51</td>
<td>D</td>
</tr>
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<td>2.6</td>
<td>66</td>
<td>33</td>
<td>49.5</td>
<td>D</td>
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<td>2.4</td>
<td>64</td>
<td>32</td>
<td>48</td>
<td>D</td>
</tr>
<tr>
<td>2.2</td>
<td>62</td>
<td>31</td>
<td>46.5</td>
<td>D</td>
</tr>
<tr>
<td><strong>2.0</strong></td>
<td>60</td>
<td>30</td>
<td>45</td>
<td>Lowest D</td>
</tr>
<tr>
<td>1.8</td>
<td>50</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td>1.6</td>
<td>40</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td>1.4</td>
<td>30</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td>1.2</td>
<td>30</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td><strong>1.0</strong></td>
<td>10</td>
<td>R</td>
<td>R</td>
<td>R or F</td>
</tr>
<tr>
<td>Content (2/3 of Grade)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 points</td>
<td>5 points</td>
<td>4 points</td>
<td>3 points</td>
<td>2 point</td>
</tr>
<tr>
<td>Logical Argument</td>
<td>One or two unclear passages or unsupported statements, overall argument isn’t harmed, OR over-reliance on rote recitation rather than critical thinking (repeating others’ arguments).</td>
<td>One or two unclear passages or unsupported statements, overall argument isn’t harmed, AND over-reliance on rote recitation of information rather than critical thinking.</td>
<td>Argument is adequate and generally logical but some steps in thought process not clear OR lack of synthesis of sources, possible wild speculation, no proof to back up argument. Potentially also rote regurgitation.</td>
<td>Argument is poor, many steps in thought process not clear, reliance on rote regurgitation of lecture or textbook ideas, lack of synthesis of sources, possible wild speculation.</td>
</tr>
<tr>
<td>Excellent use of Facts</td>
<td>Very good use information, still fact rich. Good sense of chronology and location as well as effects of geography if any. 4-5 vocab per page.</td>
<td>Good use information, plenty of facts. 2-3 well used vocab per page. Facts don’t represent all time periods or several have no sense of chronology or place.</td>
<td>A general lack of fine detail and facts that are extraneous. Vocab. listed but not explained and only 1-2 per page. Sig. lack of dates/places.</td>
<td>Few or no facts, many factual errors and/or generic statements. Maybe one date or place is mentioned for relationships.</td>
</tr>
<tr>
<td>Excellent use of Quotations</td>
<td>Avg. &lt;1 quote per page. But 1 quote out of context, irrelevant, or inappropriate OR not all sources synthesized for argument (1-2 para. Based on 1 source).</td>
<td>~ 1 quote per page, 1-2 quotes out of context or inappropriate AND a lack of sol-rc synthesis (multiple sources used to make each main point).</td>
<td>At least 1-2 well used quotes in paper. 1-2 quotes out of context, irrelevant, or inappropriate. Evidence not all readings were done.</td>
<td>No use of quoted relevant primary sources to prove points or quotes generally irrelevant or only secondary. Misinterpretation f readings.</td>
</tr>
<tr>
<td>Demonstrates excellent independent research skills</td>
<td>Demonstrates good independent research skills in finding at least 3 (three) appropriate sources, all research used.</td>
<td>Demonstrates good independent research skills in finding at least 2 (two) appropriate sources, 1 may be unreliable or unused.</td>
<td>Only one appropriate and accurate source, sources too short or not well used, low reliability of sources, minimal evidence of research</td>
<td>Little evidence of independent research at all (but may use class notes, for ex.) OR sources totally inappropriate (not historical or not factually sound)</td>
</tr>
<tr>
<td>Thoroughness: Essay reflects knowledge of all cultures/chapters/ periods covered by assignment, answers all parts of assigned question,</td>
<td>Almost all chapters/cultures discussed well, or all discussed but some very briefly. Answers all parts of assigned question.</td>
<td>Most assigned periods discussed but some briefly OR question may wander some but overall completely answers assigned question,</td>
<td>Most assigned periods discussed but some briefly AND question wanders but overall answers most of assigned question,</td>
<td>Most assigned periods NOT discussed – may only have detail on one, question wanders and doesn’t answer major parts of assigned question,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Form, structure (1/3 of Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 points</td>
</tr>
<tr>
<td>Structure: Effective introduction with clear thesis; effective, on-topic conclusion adds relevance and evaluates thesis, paragraphs all solid and organized, all with clear, underlined topic sentences.</td>
</tr>
<tr>
<td>Repeated minor grammar errors (e.g. comma errors) OR &gt;1 usage, spelling/typos errors.</td>
</tr>
<tr>
<td>Repeated minor grammar errors (e.g. comma errors)</td>
</tr>
<tr>
<td>Correct citations/work cited, both quotes and paraphrased information cited, full bibliography with all standard citation information.</td>
</tr>
</tbody>
</table>
Good Essay vs. Bad Essay and How to Write the Good Essays

A BAD essay (based on several actually submitted):

Weather and climate can be good or bad. Floods can happen that make people very unhappy. They can be good or bad things, depending on how much. With floods there is too much water in the river. Everyone in the ancient world lived on rivers. Floods bring mud too. Droughts are always bad. This is when there is no rain. When there is no rain no crops can grow and everyone starves. In the ancient world sometimes it didn’t rain and then everyone died. Everyone needed food in the ancient world, so when there was no food it was really bad. Then people wouldn’t think their king was a god anymore. When this happened they wouldn’t listen to him, which was bad for him. Then other people would take over and they’d be invaded or something. They got disease too, in the ancient world, because it was always hot and humid and so diseases spread everywhere and killed people. I think that the people were probably really unhappy. I’d feel very sorry for them all if I lived back then.

Things in this essay to avoid:
- Truisms – things that are true everywhere in every time, which you knew about without ever coming to class. Things like “with floods there is too much water” or “everyone needed food.” Are these things true? Yes, but you’ve also known them since elementary school. They won’t earn you points in a college course!
- Very general references – “They got diseases.” or “They disobeyed their king.” Always avoid using “they.” Also tell when things happened – give a date if possible, or at least put the event in perspective. So – Instead say “The Sumerians lived in a swampy land where disease thrived.” Or: The Egyptians revolted against their king after the great drought.”
- Statements of general personal opinion – Statements like, “I’d feel sorry for them.” It’s not bad to empathize with others, it’s actually a good thing. But instead show the reader that you understand the culture and the needs of the people in the culture. You might say something like, “while many modern people don’t approve of same-sex relationships, they were natural to the ancient Greeks because they felt men and women were too different to spend time together.” This shows you understand the culture!
- Assuming you know what the question asks without reading carefully – The climate question on PT1 asked you to discuss the EFFECTS of climate/natural disaster. It did NOT ask you to discuss the climate or natural disasters themselves. So the author should have talked mostly about the need to irrigate, and how that caused hierarchical rigid civilizations, and the effect on people’s psyches, and so on.

Aim for this instead (note the underlined vocabulary and dates). This is solid College freshman work:

A clear pattern emerges when we study the cultures of the ancient world: the harsher the climate, the harsher the society. Take, for example, Mesopotamia. Here, after 3000 BC, irrigation was necessary for survival. But the Tigris and Euphrates rivers flooded irregularly and at the wrong time of year, and there were frequent droughts. The hard labor, unpredictable rewards and frequent battles between cities over water made the people gloomy and pessimistic. They tried to please the gods by building great temples called Ziggurats. They wrote lament poems about all the tragedies they faced. They also wrote epic poems like Gilgamesh, which tells us even a king with divine blood should expect to suffer and die like everyone else. To rule kings needed harsh “lex talionis” law codes, like Hammurabi’s 282 laws (c. 1750 BC).
Egypt, where hard labor digging ditches was rewarded by the regular flooding of the Nile, was also a Hydraulic Empire, but a more peaceful and prosperous one. People believed in a goddess of harmony and order called Ma’at, and sung songs like the optimistic “Hymn to the Nile.” Sometimes things even went wrong in Egypt, though, and when they did, the people started acting just like the Mesopotamians. The best example of this is the great regional drought called the “Curse of Akkade” in Mesopotamia (c. 2300-2200 BC). It hit Egypt too, and the Nile failed to flood several times. People stopped believing their king was a god, and the country broke apart, with the local leaders, called Nomarchs, taking over for 150 years or so. This was called the First Intermediate Period.

The 10 BIG Questions

Throughout this class we will be asking the same questions over and over again. These are the big, general questions that historians, anthropologists, sociologists and others ask in order to learn about human society throughout time:

1. What are the effects of climate/geography/natural disaster on cultures?
2. How do countries or entire cultures relate to each other: conquest, diplomacy, trade, prejudice, etc.?
3. How do rulers/ruling institutions govern and maintain control over people?
4. How does religion meet the needs of the common people and/or the needs of ruling institutions?
5. What is the country’s economy like? How do its residents earn a living?
6. What are the effects of changing technology and education on the society? Do they value these things? Why or why not?
7. How does a society treatment women, foreigners, and the lower classes and what does this reveal about the society?
8. What does the art, literature, drama, architecture, and philosophy of a society reveal about the nature of the society?
9. What is private life like in the society? How important are family, kinship, children? Are children pampered or treated like small adults? Big families or small?
10. What are the main (usually self-professed cultural values) of a society and what do they reveal? This refers to values and beliefs shared widely throughout the culture, not what one individual believes. Example: “Truth, Justice, and the American Way”

There are study grid files on line on the study aids page of our class homepage. These are word processing files that list these questions in a grid format, with room to type in relevant vocabulary and concepts. They are rich text files (.rtf) files which can be downloaded and opened in any word processor. The grids are not required but are there for you to use to organize vocabulary words and events by category if you find the format useful.
Campus Map:

Campus Buildings

<table>
<thead>
<tr>
<th>Code</th>
<th>Building Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Academic Support Center (Rooms A100 to A326)</td>
</tr>
<tr>
<td>B</td>
<td>College Community Center</td>
</tr>
<tr>
<td>D</td>
<td>Physical Education (Rooms D50 to D55 &amp; DS1, DS2, MA, WR)</td>
</tr>
<tr>
<td>E</td>
<td>Humanities and Arts (Rooms E102 to E342)</td>
</tr>
<tr>
<td>F</td>
<td>Science and Allied Health (Rooms F101 to F804)</td>
</tr>
<tr>
<td>G</td>
<td>Multi-Purpose Area (Rooms G15 to G17)</td>
</tr>
<tr>
<td>H</td>
<td>Power Plant</td>
</tr>
<tr>
<td>J</td>
<td>Administration (Rooms J100 to J338)</td>
</tr>
<tr>
<td>L</td>
<td>Business and Social Sciences/CEED Offices (Rooms L101 to L317)</td>
</tr>
<tr>
<td>M</td>
<td>Information Technology Services</td>
</tr>
<tr>
<td>N</td>
<td>Continuing Education/ Health Professions/ Applied Info Technology (Rooms N101 to N315)</td>
</tr>
<tr>
<td>P</td>
<td>Library (Interactive Classroom P206)</td>
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<td>Q</td>
<td>The Children's Learning Center</td>
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<td>Maintenance Building</td>
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Part II: Study Aids
Planning Your Time (Time Sheet)

Mark Goulston, M.D. and Philip Goldberg have written a book called *Get Out of Your Own Way: Overcoming Self-Defeating Behavior*. While the book has a lot more to do with the business world, some of the authors’ advice can be relevant to school too! They point out that some of the most common ways that we defeat ourselves include procrastination, not learning from our mistakes, quitting too soon, and not asking for the help and resources we need to get the job done. All of those behaviors can affect school as well as career performance. Perhaps most importantly, the authors suggest that we all need to work at distinguishing between what is **reasonable** and what is **realistic**. While it is very **reasonable** to want to work 30-40 hours a week, take several classes, spend fulfilling time with friends and family, and work on our sports or hobbies, is this **realistic**?

There are 168 hours in every week. Let’s take a look at this semester’s schedule and assess what it’s possible to do in those 168 hours! First, we all need to sleep. Subtract 53 hours, which represents about 7.5 hours of rest a night. That leaves 115 waking hours! To round things off conveniently, subtract 15 hours for the time it will take each day to get ready for the day and for sleep, eat meals, and other such mundane necessities! Now we’re down to about 100 productive hours a week. Let’s see what we can do with that time:

1. Take the number of credit hours you are taking:

2. Now multiply the number at the end of line one by two and a half (2½). This is the time you will need, on average, to study for your college classes:

3. Now write in the number of hours you work:

4. Don’t forget transit. Think about how long it takes you to get to and from school and work each day, multiply by five (5). Add four or five hours for other “road time” such as shopping and getting gasoline, and enter that number here:

5. Lastly, write in any other standing commitments such as sports or music practices, volunteer work, or religious or community commitments.

6. Now total the number of hours you have committed to this term. Remember you only have 100 waking productive hours a week. How does that compare to your total?

What should you do if your total committed time is close to, or even over, 100? You probably have a lot of options, but the two things you **shouldn’t do** are either to give up or to ignore these potential conflicts!

Consider all the possibilities. There may be scholarships that you’re unaware of which could let you cut back on work hours, for example. Perhaps finding an apartment closer to Essex to cut down on commute time is what will work for you, or learning about a babysitting co-op in your neighborhood so you can schedule more quiet study time, or getting a roommate so you can cut down on the rent! There are always options, and different things will work for each person. You can talk to our councilors, your employer, and family as you consider the possibilities.

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How Do You Know What You Know

Knowing HOW you know something, what your reasons for believing something are, is a very marketable skill, and one that will help you lead a fuller and more informed life. Socrates said thousands of years ago that the unexamined life is not worth living, and not much has changed in all the years since! But how do you know what you are thinking and why? You think about it, of course! Thinking about thinking is called ‘metacognition,’ and it’s a skill we’ll work on a lot in this class. Practicing metacognition will help you become a better problem solver, in school and in life!

Try this technique: whenever you solve a problem in this class, ask yourself which ones of the following things you are doing. All of these except Recall are what we call “Critical Thinking” – creating something new from your existing knowledge!

Recall: The simplest form of thinking, recall is when you describe facts or events, perhaps putting them in sequence. You’ll need to do this throughout this class in Q&A sessions, IDs, and essays. This is a prerequisite for Critical Thinking.

Similarity: This action involves comparing facts or sets of facts to see what they have in common. You’ll use this technique in papers, essays and especially ID Clusters.

Difference: This action involves comparing facts or sets of facts to see where they are different. You’ll use this technique in papers, essays and ID Clusters too.

Cause and Effect: With this form of thinking you are looking at the consequences of actions and describing how one action led to others. You can do this by looking forward or to the effects or backward to the causes. We’ll do this one a lot in this class, especially in essays and papers!

Example to Idea: This is where you generalize and look for patterns shared by events or sets of facts or events. It goes beyond looking at basic similarities because you are trying to generalize beyond just the facts at hand. For example, you would be finding similarities if you said ‘Both chocolate and vanilla ice-cream tastes good.’ You would be finding patterns if you said “All ice-cream tastes good.’ You’ll be doing this a lot in this class too: especially in papers and ID clusters.

Idea to Example: This is the reverse of the process above. Here you have an idea and you attempt to verify or prove it by finding facts that agree with that idea. Having decided on the hypothesis that ice-cream tastes good, above, you would want to go out and taste several different kinds to find out if the pattern holds true. You will be using Idea to Example thinking in papers and exam essays in this class.

Evaluation: This is the most complex form of thinking, and one of the most important. To evaluate, you need to be able to recall facts, compare and contrast options, see cause and effect, and recognize and test patterns. With this form of thinking, you decide whether something is right or wrong, significant or insignificant, trustworthy or untrustworthy. As you can imagine, you will have to make countless decisions about

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1This system was defined by an educator, Dr. Frank Lyman, Jr., to help students learn to think about thinking. He calls it the Thinktrix system and it’s based on Bloom’s hierarchy.
importance, worth, and truthfulness throughout your life. Should believe this car salesman? Smoke that cigarette? Have that operation? Get married? Lie about something you did? We’ll do this some in this class, particularly when we discuss historical biases!

People often wonder why history classes are difficult. They aren’t rocket science after all, are they? No calculus here, no logarithms, no computer programming...

There is a lot of memorization though. And to add new knowledge to your brain you must build new physical connections between the cells. This takes time and repetition. Educator Rita Smilkstein points out that up to seven repetitions are needed to build these new connections!

There is ALSO a lot of critical thinking, which is what the classes that use Calculus, logs, and programming have in common with history. That’s what makes this class difficult for many people. You need to learn the historical facts AND think about them critically.

So how do you LEARN to think critically? Practice! But also breaking things down into simple steps. The Ten Big Questions will help you do this. Let’s look at how.

Say you want to compare two rulers. Maybe it’s Sargon and Akhenaton. Akhenaton and Augustus, Sargon and Charlemagne... it doesn’t really matter.

- First pick the BIG QUESTION you’re going to use to compare them. This may seem obvious, right? It’s “How to Rule.” But you could also use Role of Religion, since all these rulers tried to manipulate the religions of their people to their own advantages.
- Once you’ve picked your BQ, ask yourself how the person fit the category. If you picked “How to Rule,” ask how they DID rule. Were they harsh? Tolerant? Did they use technology and education to run things? Did they use religion? Did they conquer neighbors or encourage trade?
- Now that you’ve characterized each person, ask if they were typical or were an exception. If most rulers were harsh, and one of your rulers was tolerant, that’s significant.
- Lastly, try to ask WHY the person did the things they did. Did something constrain them? What was in it for them? People don’t always act out of self interest, but they do often enough that it’s a good question to ask!
How to Get an “A” in This Class (and others too!)

So how do you get the basic facts to use with the ‘Thinktrix’ on the previous page? What works the best for you will depend on your learning style, but these techniques are the basics, and work well for anyone willing to put the time into them:

1. Read the book — BEFORE coming to the relevant class. You will not only do well on the quiz, you’ll get much more out of the lecture and discussions if you are prepared for them. You will also remember much more of that knowledge. Why? Learning new knowledge requires you to build new neural connections in your brain. It’s actually a PHYSICAL process. And just like you can’t build new muscles with a single lift of the weights, you can’t build up your brain without repetition either.

Reading the text before coming to class will save you a lot of time when you start preparing for the exams. So will NOT HIGHLIGHTING! You don’t learn much when you highlight. Trust me on this. Instead, stop at the end of each section of text and summarize that section in your own words in one short paragraph. Then when you go to study for the text, you can re-read your 4-5 pages of notes rather than the entire chapter! You may have taken some classes where reading the textbook was optional. This is not one of them. **If you don’t read the book, you will fail the class.**

2. Make sure you have a reliable system for keeping track of your book notes, lecture notes and handouts (a simple 3-ring binder works well). You will also need a daily organizer of some sort to keep track of all your assignments in this and other classes. Lastly, you will need such supplies as pens, pencils, and a stapler. These things do not have to be expensive, but you will need them!

3. Cultivate good study habits. Studying by itself is NOT enough. You need to read and study effectively, i.e.:

- Study without television or other distractions.
- Summarize what you read in a notebook and in your own words – do NOT highlight! If you highlight, you’ll tend to highlight everything on the page.
- Answer the Critical Thought questions at the end of every chapter and
- Identify the vocabulary words that could be used in answering those questions
- Make flash cards of the terms listed in the vocabulary list. This is one of the best ways to learn! They are portable and can be sorted by essay topic or arranged as a timeline!
- Group Critical Thought questions and Vocabulary according to the TEN BIG QUESTIONS in order to compare concepts across chapters and prepare for exam essays.
- Try alternative learning strategies like concept maps.
- Do the blank practice maps and map questions.
Expect to spend at least two (2) hours, maybe more, doing these things and researching/writing papers for EVERY hour you spend in class.

4. Take notes in class. Start with the information on any PowerPoints, but include details of events as well. Write down the explanations your classmates give in class as well. Just because they are students too doesn’t mean they can’t help you learn! You can teach yourself, right? So you (and they) can help others learn too.

You should produce 2-4 pages of notes per class hour. What should you write down? Well, think of yourself as a reporter getting the facts of a story: who or what, when, where, why, and how. Who or what is the person or event, when and where do you place them in history? Why are they important to us? In other words, why is this person or event significant, what did they change? And lastly, how does this event connect to the others we’ve been studying? Does it help reveal a pattern? Does it change the way society worked? Did it produce some future event? If you have all this in your notes, then you will be very well prepared for exams! Also, make sure you get to know a couple of your classmates. If you have to miss a day, they can share their notes with you and vice versa!

5. Take just 5-10 minutes each class day to review your notes. Clarify anything that you did not have time to copy down completely, make sure that you can follow your notes. If you do this every day, it will dramatically cut down the time you need to prepare for exams and quizzes!

6. ATTEND CLASS! By attending, I don’t just mean come to this room and sit in silence. Be prepared to participate. Learning is NOT a spectator sport. Ask questions, raise ideas in discussion. If you must miss a class, make sure you get the notes and assignments from the web site and one or two of your fellow students. If you miss class, it is your responsibility to proactively find out about any changes to the class schedule of assignments, including extra credit. Please don’t email or call me and ask, “Did we do anything in class today?” Unless class was cancelled, of course we did! Check the syllabus. It will tell you what we covered. If you have any specific questions about that material, THAT’S what you should ask!

7. Talk to me! I’m here to answer your questions, but I can only help you if I know you have questions! Ask questions at any time during lecture or discussion. Come see me during my office hours. E-mail or call me with questions. Perhaps the most important question you can ask is “Why is this important?” You need to see the significance of the major events we are discussing, and what they mean to you today!

8. PREPARE! This means prepare for every class period as well as for quizzes and exams. Do NOT start studying for exams the night before! Even if you manage to learn enough to get an “A” on the exam, you won’t remember any of the material you “crammed” for more than a few days! The best way to do this is to pace your studying, a couple of hours a day, every day. Use the techniques mentioned above.
9. Prepare for papers too. Do not write papers the night before they are due and NEVER turn in a first draft of one – it’s very obvious. You need at least one night to write a paper and a second night to proofread and edit it. Take advantage of the Writing Center and other resources. See the HOW TO WRITE A PAPER handout in this booklet for more details.

10. Don’t prepare alone. You can:
   - Create a study group with your classmates (CCBC can help you). If you study actively and cooperatively, sharing notes and ideas, you will learn much more! Just remember – all work handed in must be your own, even if you brain-stormed about it with others!!
   - Get a Tutor! Tutors are like personal trainers. They keep you motivated and give you feedback. They will NOT do the work for you, but will quiz you, look over your work, and let you know that you are preparing effectively. They can also give you study tips and work with you while you become comfortable with those techniques. All tutors have received an “A” in one of my history courses, know how I test, and work with me on tutoring exercises. Oh, and tutoring is a FREE (I repeat, FREE) service provided by CCBC!
   - Use WebCT to post questions to the class bulletin board or chat with classmates.

11. Be familiar with what you will be expected to know and do. I do not give grades in this class. I don’t give A’s, B’s, C’s D’s or F’s. You earn your grade through your thought and effort. That’s such an important concept, I can’t even explain how critical it is. YOU are in charge of YOUR learning!

What do I do then? As an expert in the field, I am here to explain concepts, help you learn them, and evaluate your learning according to nationally accepted standards (see the Common Course Outline for more about those standards!). Think of me as a coach. I’m here to help you win the game, but I can’t play it for you! While I want to see everyone in the class do well, I can’t assign a grade you haven’t earned – that wouldn’t be ethical! But there are no surprises in this class. My goal is to make the standards clear and let you know what they are in advance. Take some time right now to familiarize yourself with the grading rubrics and samples in the previous section of the course book, and let me know if you have any questions about them!
Learning Styles and Multiple Intelligence

While the techniques above are all good ones, you can tailor them to your particular way of learning! Every person has multiple intelligences that reflect the way they learn the best. You can learn to learn in other ways, but there will always be approaches to learning you find easier than others. It is a very good idea to learn how you learn. How? Well this list below will give you some ideas of which approaches you favor, but you should also take the Learning Styles Assessment on the CD ROM that came with your textbook. The Student Success Center is another good place to learn more about your learning style.

If you like physical activities and working with your hands, move your hands and legs a lot when you sit, walk around when you study at home, and like to try a project hands-on rather than reading or hearing about it, you are probably a strong **Kinesthetic learner**. You’ll need to study by doing things like recopying your notes by hand and sorting ID flash cards into stacks by what they have in common.

If you like to use maps and drawings, would prefer a map to some place new rather than written directions, follow diagrams and charts easily, like drawing or photography, and don’t really like to read too much, then you are probably a strong **Visual-Spatial Learner**. You’ll want to make time-lines and draw diagrams showing cause and effect. Maps will be easy for you, so try relating vocabulary words to their place of origin by writing them on a map!

If you like to tell and listen to stories, like to write and read, discuss events and projects that interest you, and usually express yourself clearly in writing or verbally, then you are probably a strong **Verbal-Linguistic Learner**. History lends itself to this kind of learning, so try telling yourself the events you need to learn as stories – there are a lot of great soap operas in the past!

If you like math and science, question why things happen, like the planning stages of projects, can fix or diagnose thing well, and enjoy brain teasers, then you are probably a strong **Logical/Mathematical Learner**. History lends itself to this kind of learning too, because cause and effect is important to us. Try creating flow-charts to tie events together and make them easier to learn!

If you listen to music a lot, have a good sense of rhythm and frequently move or sing to the music, perhaps even composing your own music, then you are a strong **Musical learner**. You have one of the most interesting ways to learn available to you – just set the facts you need to learn to song!

If you like group projects and are often asked to mediate disputes, like to spend time with friends and feel you are good at understanding and helping people, then you are probably a strong **Interpersonal Learner**. You will learn much better if you work with a classmate or form a study group with like-minded people than if you study alone!
On the other hand, if you prefer quiet time, and need to think to yourself about problems before you are ready to share them, spend a lot of time trying to understand you own thoughts and feelings, work on projects best when you are alone, and are motivated to self-improvement, then you are probably a strong **Intrapersonal Thinker**.

As you can tell, these intelligences are not in opposition to each other. You can even like both Inter- and Intra-personal learning! You’ll be good at a number of them, and learning more about them can help you create personal study plans for all your classes! Please not, however, that **No Learner, regardless of style, can avoid studying and do well**! You’ll need to put time into the class to get anything out of it, regardless of which techniques above work best for you!

To learn more, visit one of these web sites and take a full learning styles test:

- A test with graphical results: [http://www.learning-styles-online.com/](http://www.learning-styles-online.com/)

The Vark site has the shortest test, but also has suggestions for how each learning style can study most efficiently.

My Learning Styles and study tips: ________________________________

_________________________________________________________________

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So How Should You Read the Text Book?

This may seem obvious, right? After all, you’ve been reading for years – ever since you began elementary school, and maybe before. So why am I taking time and space in a college course to discuss how to read a book? Because we’ve all been doing it for so long, that we take it for granted!

So how do you read a textbook? You open it to the first page and read one word after another, right? NO!!! Believe it or not, that is one of the slowest and least efficient ways to read a book. Here’s what to do instead: SQ3R. What’s SQ3R? It’s a reading strategy devised over half a century ago by educator Francis Robinson. The initials stand for Survey, Question, Read, Recite, Review. It’s still used today because it really works! While it takes more time up-front, it saves you even more time over the course of the semester!

**SURVEY:**
Get the gist of the Chapter so you know what the authors will be telling you. This will keep you from getting lost in the details! How do you survey? By:

1. Reading the Critical Thinking Questions in each chapter. They will ask you important things about the current chapter and relate the it to the ones before and after it. These questions will almost always fall under one or more of the **10 Big Questions** (see below). For example, in Chapter 1 (History 101) you are asked “What environmental advantages did the ancient Middle East have that permitted the growth of Civilizations?” This is “What are the effects of climate and natural disaster?” In Chapter 13 (History 102) you are asked to “Analyze the ways monarchs tried to increase their power.” “How to rule”.
2. Read the Chapter introduction and the Chapter Summary
3. Now go back to the beginning of the chapter again. Begin reading the first major section of the chapter, but read ONLY the FIRST SENTENCE of EVERY PARAGRAPH. Each section in the book is set apart by a green text title with a little calligraphic icon next to it. If you’re in Hist. 101, the first section of your first chapter is Before Western Civilization on page 4. If you are in Hist. 102, the first section of Chapter 13 is Stresses in Traditional Society on page 428.

**QUESTION:**

1. With some books, at this point, you’ll have to determine for yourself what main questions the author wants you to be able to answer once you’ve finished the chapter. With Sherman and Salisbury, you know exactly what they want you to be considering because those questions are at the end of the chapter. And if you use the **10 Big Questions**, you’ll be able to relate those questions to the ‘big issues’ we keep coming back to over and over again in the class.
2. It’s a good idea at this point to write down the study questions in a notebook. This reinforces what they are, and gives you a place to brainstorm about their answers.
READ:

1. Only now, once you’ve gone through the section by reading first sentences and have a pretty good feel for what the main points are do you start looking for the details. Go back and read the passage carefully.

RECITE:

1. Read each section of the book with your master vocabulary list beside you, and define any vocabulary words in that section on flash cards or in your notebook. Summarize the main ideas of each section in the notebook as you finish it too. If you are a visual or musical learner, you may find it very helpful to recite the information aloud as you write.
2. Once you’re done, proceed to the next section, stopping every once and a while to see if you have what you need to answer one of the thought questions and study grid topics. This may seem like more work, but when you get to the review sheet for the first test and realize how prepared you are before you even start “cramming,” you’ll see how much time you’ve saved!

REVIEW:

Don’t wait until the night before (or even worse, the day of!) an exam to review your text notes. In fact, the best thing to do is review once before you even close the book at the end of your study session. Five extra minutes reviewing now can save you an hour later on! Reviewing your class notes each day will have the same effect for class material. How can you review?

1. Quiz yourself to see if you can answer the though questions without looking at your notes. Highlight, underline, or recopy those parts of the answer you found it difficult to remember.
2. Discuss concepts and questions with your classmates. Take turns teaching each other the answers to the questions.
3. Organize your flash cards into a time line, for help learning dates and cause-and-effect
4. Fill out the essay outlines for the different study grid categories and for the specific exam questions once those are handed out.
5. Create a concept map or traditional outline of the main chapter points
6. Record vocabulary and main points on a portable tape recorder (a great tip if you have long commutes – just play the tape in the car!)

Why are these reading techniques so valuable? They let you find the author’s main points quickly, then make sure you have the examples (vocabulary words with rough dates) that you need to demonstrate that you know the important points. Perhaps most importantly, it then lets you check yourself so that you know the answer! If you suffer from text anxiety, you’ll find that quizzing yourself so you know you know the answer really helps. Even if you are fortunate enough to have never felt test anxiety, you’ll find the confidence of knowing exactly what you’ve learned can dramatically improve your performance on exams and enjoyment of college!
Concept Maps

A concept map is a visual and non-linear way of laying out complex multi-step problems and events. They are a great way to brainstorm and organize information, especially if you find other common study techniques to be less effective on their own. You start with the end of the process in the center bubble of the concept map and ask yourself how many different steps contributed to that concept. Each of them gets a bubble around the central one. Write how the two are related along the line connecting the bubbles. Then do the same thing again – what contributed to each of these new bubbles? Keep doing this until you can’t think of any more connections to add! Here’s a sample:

You can use these maps in many of your classes! They’re good for diagramming everything from photosynthesis to the Fall of Rome. Pretty much any essay on any exam in this class is “fair game” for being mapped in this way. To learn more about them, visit http://www.utc.edu/Teaching-Resource-Center/concepts.html or http://www.wcer.wisc.edu/nise/cl1/flag/cat/conmap/conmap1.htm
How to Interpret a Historical Document

History isn’t just about facts. It is also about interpretation. Anyone can list facts, but it takes thought and practice to learn to interpret those facts in their proper context and see patterns of meaning in them. This is what becoming a historian is all about, and one of the objectives of this class is to introduce you to the art of “doing” history, so what better way to start than with the meat of it: how to and analyze documents!

Textual documents written in the past are the historian’s main source, tho we will see they aren’t the only ones! A document written in the past by an eye-witness to the events we are studying is called a primary source document. You can’t read them like a fiction book, or even like your text book. They have to be read very carefully and analyzed logically. Below is a set of steps to take into consideration when you begin this task!

**Read every document VERY CAREFULLY, noting ALL the events/situations that it describes and how it describes them (emotionally, logically, etc.) Every word is important.** Once you have read the document, begin your analysis by considering these questions:

1. **What patterns or common trends are visible in the documents?** What initial conclusions can you draw about the society that produced the documents? Do these conclusions help you answer any of the study grid category questions such as how people rule each other, or how they are affected by war and disaster?

2. **Who wrote the document and what do you know about them?** Was the author male or female, rich or poor, powerful or oppressed, old or young, at home or in a strange land? These things will influence their outlook and how reliable the document is! How? Well ask yourself this question: Do you think that a retired couple living next to a new "under 21" dance club would have the same thoughts about it as a 17 year old patron of the club? Who’s assessment might be more accurate?

3. **What historical events were going on during the time the document was written?** What events shaped the author’s life and purpose? Was it a time of war? Prosperity? Disease and famine? Technological change? All these would probably affect and be reflected in the document.

4. **What were the author’s known reasons for writing?** Another way to think about this is to ask: what form is the document? A private letter? A court case? A novel? A grocery receipt? All of these can tell you about the past, but they were produced for different reasons and this is going to limit them in certain ways. For example: a royal proclamation probably isn’t going to tell you about the personal, inner thoughts of the monarch issuing it. His private letters might, but if you read them you might have to guess about a lot of the common ground he and his correspondent shared. The type of document is also going to influence HOW it is written. A romance novel will not use the same vocabulary and writing techniques as a scientific journal article! Use what you know about your life to help determine these things. Most document types used in the past are still used today!

5. **A related issue is that of ulterior motives.** If you are being paid by someone to write an official biography of them, for example, are you going to say bad things about them? Probably not! If your audience is paying you, you want to keep them happy! But imagine
that you are being paid by a Democrat to write a biography of a controversial Republican. How might that influence what you write? An extreme example are tabloid journalists who make up their stories out of thin air (and doctored photographs!) to lure in readers.

6. By now maybe you’re thinking: How can I know anything for sure at all? Well, as you can see from above, people’s biases are often predictable. So you can guess what might be exaggeration or outright lies. What if a person says something against their bias? For example, imagine a dispute between a union and a factory owner. What if the union rep writes a letter admitting that the factory owner has done everything he can to improve working conditions? The you can probably believe it, because it is not in his best interests to have admitted that fact! Why would he lie to make his case worse? Don’t worry if all this is a little confusing – we’ll say more about it later!

Note-Taking Strategies

In order to be successful in college, you need to be able to learn and remember new information. Some of this information is in your textbooks, and some of it is information you will learn in-class from lecture and discussion. This history class is not designed to be a verbatim repetition of the text book -- that’s why it is crucial that you attend class. But just coming and listening is not enough! You will only remember ABOUT 5% of what you heard by the time the test comes around if you don’t write it down! So a very important part of coming to class is taking notes. Here are some guidelines you should follow to successfully take lecture and discussion notes, as well as notes from the textbook.

1. **How much do I need to write, and why?**

   You should write down the names of all the people, places and concepts that we talk about in class. But you should NOT just write down the name! You should answer the questions: Who or What? When? Where? and WHY? about the person. So: DON’T just write down the name Darius I. Write down that he was a Persian king [Who] in Mesopotamia [Where] in the late 6th/ early 5th century B.C. [When], and that he is most significant to us as an example of how an empire can be effectively ruled, and how the Indo-European Persians became more "Mesopotamian" and despotic over time [WHY?].
   - Remember also that, on quizzes and exams, you will have to demonstrate how these people and things act as examples of larger concepts. So you might want to note HOW the person/thing/place is an example of a larger concept or concepts. So for Darius, you might want to note that he ruled using satraps and spies, and that he built roads and canals and other communications systems. If you are NOT writing these things down, you may discover later that you can’t find them in the book -- that they aren’t there! Even if these terms ARE in the book, the author may not always explain their significance.
   - One final reason for careful note-taking is reinforcement. If you read the book before coming to class, then the terms will sound familiar to you when we discuss them in class. The very act of writing down information about them will cement your knowledge. When
you look after class at the terms in the study guide or vocabulary list, many will already seem familiar. This means you won't need as much time to memorize the vocabulary, and you will know it better than you would otherwise!

2. **How do I manage to write all this?**
   It IS a learned skill, to write quickly and listen to discussion at the same time! Practice will make you much better at it!
   - Until you are comfortable taking notes and participating in discussion too, you might want to use a small tape recorder in class (ask permission first!). Take notes as carefully as you can, then listen to the tape after class to pick up anything you missed. You will find you learn to take notes more quickly and accurately within a single semester.
   - Another option is finding a note-taking partner in class! Introduce yourself to someone and offer to share notes with them. If either of you must miss class, the other can take notes. Just as importantly, on days when you are both there, you can compare notes to make sure neither of you miss anything important.
   - Even if you choose not to do either of these things, you should take a few minutes EVERY DAY to go over your notes after class. You may find places where you didn't finish your thoughts, or where you abbreviated something, and think you might forget what the abbreviation stands for before the exam. The best time to clarify your thoughts and notes is THE SAME DAY you took them!! REMEMBER that if you have a documented disability, you may have free access to such assistance as a note-taker, reader, or textbook on-tape!! And EVERYONE can get tutoring for free!

3. **Won't this all take a lot of time?**
   YES! But a college course is going to take a lot of time regardless! Ten to twelve hours a week PER COURSE, total, remember? Good note-taking from the book and class is one of the most efficient ways to spend this time! It will actually SAVE you time when exams come around.

4. **How should I organize all this information?**
   There are many ways you can do this. One good way is to use legal-style note paper with a line one-third of the way across the page. Write the master outline for the lecture on the left, and then expand the main points on the right. Your notebook might look something like the sample on the next page. This sample page would be continued over the next pages, of course!

   Compare this sample to your notes on Neolithic Europe, and see if you have about as much information. If not, consider some of the suggestions above!
## A Sample Page of Notes:

**History 102, 28 August**

### Master Outline:

<table>
<thead>
<tr>
<th>I. Background to Early Modern</th>
<th>Expanded Outline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The Black Death</td>
<td>I. Background to the Early Modern</td>
</tr>
<tr>
<td>1. End of Feudalism</td>
<td>A. The Black Death</td>
</tr>
<tr>
<td>2. Standards of Living</td>
<td>1. End of Feudalism: Fewer peasants, so they could set their own terms and demand freedom and increased wages. This led to the end of feudalism and increasing monetary economy, which caused an increase in:</td>
</tr>
<tr>
<td>B. Technology</td>
<td>3. Damage to the Reputation of the Church</td>
</tr>
<tr>
<td>1. Printing Press</td>
<td>Many of those who died were the best priests, the ones who stayed and nursed the sick. Church forced to recruit second-stringers in wake of Plagues. They were richer too, so many priests, etc. became corrupt</td>
</tr>
<tr>
<td>2. Navigation Technology</td>
<td>The Great Schism – split of the papacy into 2 positions because of politics, just proved even more to people how venal the church became.</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>1. Printing Press</td>
</tr>
<tr>
<td></td>
<td>Allowed faster spread of information, Works like:</td>
</tr>
<tr>
<td></td>
<td>● Erasmus’ (1466-1536) <em>Praise of Folly</em></td>
</tr>
<tr>
<td></td>
<td>● Thomas Moore’s (1478-1535) <em>Utopia</em>, etc.</td>
</tr>
<tr>
<td></td>
<td>Much dialog between scholars about reform of Church and Society. Martin Luther was part of this tradition of reform and discussion. Also created <em>Culture of literacy</em></td>
</tr>
<tr>
<td></td>
<td>2. Navigation Technology: clocks, astrolabe, compass, and development of sails (Arabic influence) that allowed ships to tack against the wind all allowed sea voyages to become safer and more successful.</td>
</tr>
<tr>
<td></td>
<td>3. Gunpowder technology (more later)</td>
</tr>
<tr>
<td>C. Counter-Reformation</td>
<td>Continued -----&gt;</td>
</tr>
<tr>
<td>1. Jesuits</td>
<td></td>
</tr>
<tr>
<td>2. Council of Trent</td>
<td></td>
</tr>
<tr>
<td>1545-1563</td>
<td></td>
</tr>
</tbody>
</table>

---
# History 102 Vocabulary by Chapter

## Plague and Reformation/Wars of Religion terms to Know:

| Black Death | Martin Luther | Battle of Lepanto | Catholic Reformation |
| Papal Monarchy | Priesthood of Believers | Edict of Restitution | Jesuits |
| modern devotion | 95 Theses | Philip II of Spain | Council of Trent |
| Malleus Maleficarum | Charles V | William of Orange | Gustavus Adolphus |
| indulgences | Henry VIII of England | Sea Beggars | Huguenots |
| printing press | John Calvin | Schmalkaldic Wars | Henry (IV) Bourbon |
| Desiderius Erasmus | predestination | Peace of Augsburg | St. Barts Day Massacre |
| The Praise of Folly | Elizabeth I | 30 Years War | War of the Three Henrys |
| Thomas More | | Defenestration of Prague | Politique |
| Utopia | | Peace of Westphalia | Edict of Nantes |
| Ottomans | | Puritans | |

## Discovery Terms to Know:

| Columbus | Columbian Exchange | Goa | Spice Islands |
| Vasco de Gama | Incas | Magellan | Prince Henry the Nav. |
| Aztecs | Habsburgs | privateers | Gold, Glory, God |
| Hernan Cortes | Montaigne | Francis Drake | Conquistadores |
| meztizos | "On Cannibalism" | Elizabeth I | Maria Merian |
| Francisco Pizarro | Virgin of Guadalupe | Potosi | Sugar Islands |
| Encomienda | Bartolome de las Casas | Treaty of Tordesillas | |

## Chapter 13 terms to Know:

| Bossuet | Mazarin | Toleration Act | Bill of Rights |
| Versailles | the Fronde | Leviathan/Hobbes | John Locke |
| James I (England) | Louis XIV/Sun King | Mercantilism | Mercantilism |
| Colbert | War of Spanish Success. | Rembrandt | Sejm (polish diet) |
| Intendants | Balance of Power | Oliver Cromwell | Dutch republic |
| Huguenots (again!) | Habsburgs (again!) | Cavaliers | stadholder |
| Absolutism | Peter the Great | Roundheads | Charles I (England) |
| Richelieu | Great Northern War | New Model Army | Frederick the Great |
| Anne of Austria | Glorious Revolution | Levellers | Junkers |

## Chapter 14 Terms to Know

| Hermetic doctrine | Maria Merian | David Hume | Benjamin Franklin |
| Neoplatonism | Scientific Method | "the wheel" | Deism |
| Heliocentric | Descartes | Voltaire | Methodism |
| Copernicus | Francis Bacon | Calas Affair | John Wesley |
| Galileo | English Royal Society | Adam Smith | Laissez-Faire |
| Starry Messenger | Montesquieu | philosophes | Mary Walstonecraft |
| Principia /Newton | Woman Question | Rousseau | Salons |
| Margaret Cavendish | (Querelles des Femmes) | Social Contract | Madame Geoffrin |
| Emile du Châtelet | William Harvey | Immanuel Kant | Caesare Beccaria |
### Chapter 15 Terms to Know:
(Italicized terms may be discussed with chapter 16)

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis XV</td>
<td>Atlantic Slave Trade</td>
<td>Maria Theresa</td>
<td>Tea Act</td>
</tr>
<tr>
<td>Mme. Pompadour</td>
<td>Hanoverians</td>
<td>Catherine the Great</td>
<td>Intolerable/Coercive Acts</td>
</tr>
<tr>
<td>Robert Walpole</td>
<td>Frederick the Great</td>
<td>Pragmatic Sanction</td>
<td>Common Sense/Paine</td>
</tr>
<tr>
<td>Joseph II</td>
<td>Jethro Tull</td>
<td>Enclosure</td>
<td>Articles of Confed.</td>
</tr>
<tr>
<td>Frederick William I</td>
<td>Balance of Power</td>
<td>Cottage Industry</td>
<td>Charles Townshend</td>
</tr>
<tr>
<td>Poor Laws</td>
<td>War of Austrian</td>
<td>Diplomatic Revolution</td>
<td>Treaty of Paris</td>
</tr>
<tr>
<td>Natural Rights</td>
<td>Succession</td>
<td>Sugar Act</td>
<td>Pietism</td>
</tr>
<tr>
<td>Grand Tour</td>
<td>Seven Years War</td>
<td>Stamp Act</td>
<td>Mozart</td>
</tr>
</tbody>
</table>

### Chapter 16 Terms to Know:

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Louis XVI</td>
<td>Great Fear</td>
<td>guillotine</td>
<td>Code Napoleon</td>
</tr>
<tr>
<td>Estates-General</td>
<td>Olympe de Gouge</td>
<td>Reign of Terror</td>
<td>Concordat</td>
</tr>
<tr>
<td>Third Estate</td>
<td>Jacobins</td>
<td>Levee en masse</td>
<td>Continental System</td>
</tr>
<tr>
<td>Abbe Sieyes</td>
<td>Sans-Culottes</td>
<td>Civil Const. of Clergy</td>
<td>Grande Empire</td>
</tr>
<tr>
<td>What is the 3rd Estate?</td>
<td>Girondins</td>
<td>Thermidorean</td>
<td>Napoleon Bonaparte</td>
</tr>
<tr>
<td>National Assembly</td>
<td>Com. of Public Safety</td>
<td>Reaction</td>
<td>Congress of Vienna</td>
</tr>
<tr>
<td>Tennis Court Oath</td>
<td>Marat</td>
<td>Directory</td>
<td>Waterloo</td>
</tr>
<tr>
<td>Bastille</td>
<td>Robespierre</td>
<td>First Consul</td>
<td>Simon Bolivar</td>
</tr>
</tbody>
</table>

### Chapter 17 Terms to Know:

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>flying shuttle</td>
<td>Essay on the Principle</td>
<td>Edwin Chadwick</td>
<td>proletariat</td>
</tr>
<tr>
<td>spinning jenny</td>
<td>of Population</td>
<td>Jane Austin</td>
<td>the Rocket</td>
</tr>
<tr>
<td>cotton gin</td>
<td>Thomas Malthus</td>
<td>the Cadburys</td>
<td>People's Charter</td>
</tr>
<tr>
<td>Richard Arkwright</td>
<td>David Ricardo</td>
<td>zollerine</td>
<td>Chartist Movement</td>
</tr>
<tr>
<td>James Watt</td>
<td>Frances Trollope</td>
<td>Bobbies</td>
<td>utopian socialism</td>
</tr>
<tr>
<td>John Kay</td>
<td>Luddites</td>
<td>Robert Peel</td>
<td>suffrage</td>
</tr>
<tr>
<td>Crystal Palace</td>
<td>Cholera</td>
<td>maisma</td>
<td>Robert Owen</td>
</tr>
<tr>
<td>Queen Victoria</td>
<td>John Snow</td>
<td>bourgeoisie</td>
<td>factory acts</td>
</tr>
</tbody>
</table>

### Chapter 18 Terms to Know:

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
<th>Term</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congress of Vienna</td>
<td>Metternich</td>
<td>Goethe</td>
<td>Reform Bill of 1832</td>
</tr>
<tr>
<td>Holy Alliance</td>
<td>John Stuart Mill</td>
<td>Wordsworth</td>
<td>Corn Laws</td>
</tr>
<tr>
<td>Conservatism</td>
<td>Romanticism</td>
<td>Beethoven</td>
<td>Carbonari</td>
</tr>
<tr>
<td>Edmund Burke</td>
<td>(Ethnic) Nationalism</td>
<td>Charles Fourier</td>
<td>Charles X</td>
</tr>
<tr>
<td>Principle of Legitimacy</td>
<td>Chartists</td>
<td>Karl Marx</td>
<td>Louis Phillipe</td>
</tr>
<tr>
<td>Liberalism</td>
<td>June Days</td>
<td>The CommunistManifesto</td>
<td>Frankfurt Assembly</td>
</tr>
<tr>
<td>Concert of Europe</td>
<td>Revolutions of 1848</td>
<td>Louis Blanc</td>
<td>Carlsbad Decree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Chapter 19 Terms to Know:

- Resorgimento
- Giuseppe Garibaldi
- Count Cavour
- Giuseppe Verdi
- Crimean/Crimean War
- Ottoman Empire
- Piedmont
- Victor Emmanuel II
- Otto von Bismarck
- "blood and iron"
- Prussian General Staff
- Realpolitik
- Ems Dispatch
- Franco-Prussian War
- Second Reich
- Dual Monarchy
- "Sick man of Europe"
- Georges Haussmann
- Napoleon III
- Second Empire
- Florence Nightingale
- Alexander II
- William Mackenzie
- Abraham Lincoln

### Chapter 20 Terms to Know:

- Benjamin Disraeli
- Conservative Party
- Labour Party
- Third Republic
- KulturKampf
- Anarchism
- Emmeline Pankhurst
- Boer War
- Opium War
- Sun Yat-Sen
- Boxer Rebellion
- William Gladstone
- "Irish Question"
- Commune
- The Peoples' Will
- Second International
- Jean Jaures
- Antisemitism
- Dreyfus Affair
- Theodore Hertzel
- Zionism
- Indian Nat. Congress
- Meiji Restoration
- "White Man's Burden"
- Cecil Rhodes
- "Scramble for Africa"
- Leopold II
- Vera Zasulich

### Chapter 21 Terms to Know:

- Gotlieb Daimler
- Samuel Morse
- Bon Marche
- Angela Burdette-Coutts
- Jack the Ripper
- Cult of Domesticity
- Mary Baker Eddy
- Charles Dickens
- Charles Darwin
- The Descent of Man
- Social Darwinism
- Auguste Comte
- positivism
- Dmitri Mendeleev
- Ivan Pavlov
- Louis Pasteur
- John Snow
- Joseph Lister
- germ theory
- George Eliot
- Claude Monet
- Albert Einstein
- Sigmund Freud
- Emile Durkheim
- Friedrich Nietzsche
- Edvard Munch
- Igor Stravinsky
- Rite of Spring
- anomie
- Alexander G. Bell
- day trippers
- piece work

### Chapter 22 Terms to Know:

- Russo-Japanese War
- First Balkan Crisis
- Franz Ferdinand
- Triple Alliance
- Black Hand
- Gavril Princip
- the Balkans
- Schlieffen Plan
- Verdun
- War Girls
- DORA
- War Raw Materials Board
- Wilfred Owen
- Otto Dix
- soviets
- Rasputin
- "July Days"
- November Revolution
- Lusitania
- Hindenburg
- Kathe Kollwitz
- Peace of Versailles
- David Lloyd George
- Fourteen Points
- League of Nations
- Woodrow Wilson
- 'Bloody Sunday'
- John Maynard Keynes
- Nicholas II
- duma
- Alexander Kerensky
- Bolsheviks
- Mensheviks
- Leon Trotsky
- Brest-Litovsk
- Lenin
Chapter 23 Terms to Know:

| Weimar Republic | Great Purge | Kulak | Rome-Berlin Axis |
| Sinn Fein | Adolph Hitler | Stalin | Winston Churchill |
| Mussolini | Nuremberg Laws | Great Depression | Pearl Harbor |
| USSR | Pablo Picasso | FDR | Kristal Nacht |
| Five Year Plans | Blizkrieg | NRA | Auschwitz |
| Operation Barbarossa | dada | New Deal | Greater-East-Asia- |
| Rosie the Riveter | Fascism | Nazis | Co-Prosperey-Sphere |
| Dawes Plan | NEP | German Women's Bureau | Hiroshima |

Chapter 24 Terms to Know:

| United Nations | Vietnam | Common Market | Mohandas Gandhi |
| Cold War | Korean War | Israel | Gamal Abdul Nasser |
| Berlin Wall | Fidel Castro | Decolonization | OPEC |
| Iron Curtain | Cuban Missile Crisis | Simone de Beauvoir | apartheid |
| Truman Doctrine | Nikita Khrushchev | Tehran Conference | existentialism |
| NATO | Great Leap Forward | Potsdam Conference | Theatre of the Absurd |
| Warsaw Pact | Detente | Berlin Blockade | Sexual Revolution |
| Mao Zedong | Welfare State | Marshall Plan | post-industrial society |

Chapter 25 Terms to Know:

(We may not get to this material)

| Andrei Sakharov | Lech Walesa | Croatia | AIDS |
| Mikhail Gorbachev | Vaclav Havel | Saddam Hussein | Maastricht Treaty |
| Perestroika | "velvet revolution" | Deng Ziao-ping | Euro |
| Glasnost | Bosnia | Ayatolla Khomeni | European Union |

You should be familiar with these terms. Know who or what they are, where they are from, and what larger issues they are associated with. Be able to give a rough date for them – i.e. place them in the right quarter of the right century. Flashcards and the TEN BIG QUESTIONS will really help you do this.

When you work on essays for the exams, look through the lists and see what terms from this list you can use in your essays as examples. Before the exam, you will be given a shortened list of terms to know very well – more exact dates and full significances – for identification questions. But even if terms you learned are eliminated from those shorter lists, knowing all of them will still help you write solid “A” essays and document assignments, as well enriching your personal understanding of history. To study for essays, relate the terms above to which of the TEN BIG QUESTIONS they help answer! There are a lot of terms, but remember you always have choices on tests and exams. But the more terms you remember, the more choices you can pick from!!

Continued...
Exam essays will always be versions of the Ten BIG Questions. They all require Critical Thinking (Creating new thoughts out of your existing knowledge) For example, they may ask
you about one culture and how it changes over time or in reaction to catastrophe OR they may ask you to compare and contrast two different civilizations. If the essay will be written in class, you’ll be given the specific exam questions several days before the test itself. If it is to be done as a take-home, you’ll have longer to do it and you’ll still know it will be based on the 10 BQs. If you have prepared the questions above before that, answering the specific exam essays will be quick and easy! The easiest way to do this is to use link everything you learn to the BQs throughout the term.

Sample Flash Card, Front and Back

Thomas More

- Humanist Religious Reformer
- England, c. AD 1500 (N. Renaissance)

BQs:
- Role of Religion (reforms)
- How to Rule (relationship w/ Henry 8th)
- What literature reveals (his book, Utopia)
- Technology (printing press to spread book) and Education (Christian Humanism)
Part III: How to Get Things Done (Guidelines)
**Computer Resources**

To use all the computer resources provided by CCBC, start with SIMON, the online registration and records system:

**SIMON**

1. Go to the CCBC Home Page and click on the MyCCBC page.
2. The MyCCBC page has links to Simon, Student Web Mail, and WebCT.
3. If you are new to SIMON you will first have to create a user name. Click the Log On button in the upper right corner of the SIMON home page and follow the steps on the left under Create A New User Name.
4. Once you have created a SIMON user name, you can use the Log On button to register, access your grades, check your account, and more.

**Student Web Mail**

1. Go to the CCBC Home Page and click on the MyCCBC page.
2. Use the Log On button to sign on to SIMON.
3. SIMON account. On the Main Menu, scroll down and click on Student Email and Unix Account Information.
4. Click the View button to find your Student mail (UNIX) user name and password. Copy them down.
5. Exit SIMON and return to the MyCCBC page.
6. Click on the Student Mail link. Enter your name and password into the spaces for them on the next page. Your password is case sensitive.
7. You will now be in your free student email. See the CCBC student mail guide for further details of sending, receiving, and forwarding email (you can set this account to forward to your personal mail if you don't intend to check it often):
   http://www.ccbcmd.edu/media/services/squirrelemailguide.pdf

**WEBCT CE 6**

1. Go to the CCBC Home Page and click on the MyCCBC page.
2. Use the Log On button to sign on to SIMON.
3. SIMON account. On the Main Menu, scroll down and click on Student Email and Unix Account Information.
4. Click the View button to find your WebCT ID (user name) and password. Copy them down.
5. Exit SIMON and return to the My CCBC page.
6. If you have not taken a course that uses WebCT before, or if you last took a WebCT course is SPRING 2007 or earlier, click on the link to the WebCT Online Tutorials. These Flash tutorials will show you the basics of the new and different WebCT CE 6
7. Then click on the WebCT login. Select “Log in,” not the Course listing.
8. Before entering your user name and password from SIMON, run the Browser Checker and upgrade any components needed.
9. Then enter your login information into the relevant spaces.
10. You will then be in your MyWebCT page. From this page you can check your WebCT mail, class calendars, and view all your classes.
11. Click on any class to enter it. Most classes will have menu icons for Mail, Discussions, MyGrades, Assignments, Assessments, and more. See your instructor for which will be used.
12. In addition to the Tutorials, there is also a help link at the top Right of the WebCT screen, and the Online Helpdesk (a link is in the Menu of your MyWebCT page).
History Papers: What’s Required and Why
[The General Instructions for All Typed Assignments]

The papers you write for this class will be short. Exam and practice Essays will only be one or two pages, the SWoRD paper will be about 2-3 pages plus bibliography. As a college student, you are assumed to already have basic writing skills, and this is reflected in the course prerequisites. So papers should have the qualities listed below. If you have some difficulty writing, or less experience writing, that doesn’t mean you can’t do well on these papers – just make sure you ask for help and feedback whenever you need it and set aside plenty of time to complete the work!

The parameters listed below may look somewhat picky. They are, and yes I’ve been accused of being an English professor in disguise. But I promise I’m no more picky than your future employers are going to be, and I’ll let you rewrite! Good writing is one of the most marketable skills you can learn in college! Likewise, bad writing could cause you to lose job and educational opportunities before you even get an interview! You don’t want your resume to be sent to the “circular file” (trash can) because of typos!

**Length:** When you are given an assignment to write a paper of a certain length, that’s what I expect you turn in, within a few sentences. A shorter paper usually indicates that you haven’t included enough detail. A longer paper indicates that you haven’t edited your thoughts enough. Practice making your thoughts succinct: concise yet detailed. This can be hard to do and it doesn’t come easily, but it is a very important skill, and practice will help you perfect your style!

**Thesis:** Your papers will ask you to prove a thesis – i.e. answer the question given in the instructions and show proof that your answer is correct. State the thesis clearly in your first paragraph. Then use the rest of the paper to prove this thesis with evidence. Your evidence will be historical writings provided to you in the book or a handout. Quote that evidence in your paper, as well as paraphrasing, to prove your point! Again, this is a skill learned through practice. For papers in this class, you will need to underline your thesis. This simple writing technique will help you be aware of what your thesis is.

Make sure your thesis is specific too! If I’ve asked you to compare and contrast Athens and Sparta in a paper or exam essay, your thesis shouldn’t say “Athens and Sparta are both similar and different.” Better is, “Sparta is more militaristic than Athens for much of its history” and even better is “Sparta is more militaristic than Athens for much of its history because of the Helot revolt and its consequences.” Always try to give away the ending! We resist this because it’s not how to tell a good narrative story. But in an ANALYTICAL paper, it really helps the reader follow your argument!!!

- In the SWoRD paper, your thesis should be in an introductory paragraph that explains the scope and the sources and the general background to the paper.
- In the Practice and Exam Essays, no intro paragraph is needed - restating the question as the answered thesis is enough. The short length makes a full intro prohibitive!
**Structure:** This ties into the thesis. Once you have stated your thesis (in a good introductory paragraph if the paper is long enough) the rest of your paper should be composed of well-organized paragraphs supporting that thesis. Each paragraph should have a topic sentence and all subsequent sentences in the paragraph should be related to that topic statement. Just like you will have to underline your thesis, you will also need to underline each topic sentence. If you can’t find one, or the one you find doesn’t really relate to the paragraph, that’s a sign that you should re-write.

Poor paragraphing and/or a lack of perceived structure in the order of your paragraphs will negatively affect your grade and if you turn in a paper without underlining your topic sentences, it will be given back ungraded. Use this format for paragraphs:

- Transition sentence from previous paragraph if needed
- TOPIC sentence, which elaborates on some aspect of your thesis
- Evidence from source A for the Topic
- Evidence from source B for the Topic.

Note that this shows synthesis because the paragraph is using two different sources to prove the topic! Consider making one of the evidence statements a short quote from the primary source material (eye-witness documents).

**Grammar:** Correct English grammar is tough, even for native speakers. That doesn’t mean you shouldn’t aim for perfection, however. As college learners, you should be generally able to write in grammatically correct and complete sentences. As you know, up to a third of the grade is based on grammar, spelling/usage, and structure. As peer reviewers, you do NOT need to grade for small grammar details however - I’ll do that w/ the copies submitted to me. And of course, I’m **always** willing to look at a draft and give you grammar feedback before the final paper is due!

**Spelling and Usage:** One of the books suggested for this class is a dictionary. Get one. Use it. PLEASE do not rely on your spell checker to do all the work for you because it will not catch usage errors [i.e.: “I’ve been to there house” or “it costs more then a dollar”]. If I had a nickel for every time I’d seen one of those particular usage errors....!!! PRINT your drafts and read them in addition to spell checking them. We don’t read well on-screen, so this is the best way to catch errors!

**Quotes and Citations:** you must ALWAYS use direct quotes from the primary sources provided as evidence to prove your thesis. You must cite the sources for ANY and ALL book information you use in your papers whether paraphrased or directly quoted. If any thought isn’t completely yours, you must tell me where it came from in this simple fashion: (author, page). [Example: The Black Death killed 25-50% of the population of Europe (Spielvogel, 356).]

I know this is different than what some of our area public schools and even a lot of college courses teach, but this is the correct way to do it. Think of it this way: it’s not about borrowing the other writer’s words, but their ideas. You can’t claim their ideas as
your own. So cite them, whether you use the author’s words, or rephrase the idea in your words.

You also need a works cited page that has the full bibliographic information for the source (title, publisher or URL, author, date) for any paper where you find even one of the sources. Failing to include citations can result in a grade of ZERO because if the lack of citations is extensive, the paper will be considered plagiarized. What style should you use for bibliography? Chicago/Turabian or MLA are preferred, but you can use APA too (just avoid citing as Author, year – that’s for short articles). If you’d rather use foot or end notes than the in-text citations demonstrated above, that’s fine too. Citationmachine.net will format most bibliographic entries for you, even web pages!

**General Format:**

- Papers should be in 12 point type, in a readable font like Verdana, Courier, Bookman or Times New Roman.
- Space your lines at 1.5 or double spacing so it’s easy to read and there is room for comments.
- Margins should be .5-1 inch.
- In other words, use standard paper format to keep your paper readable!

**Cover Sheet:** The final copy of the SWoRD paper should be turned in with a completed cover sheet stapled on the front of one copy. The second copy shouldn’t have a coversheet. Don’t turn in the paper until you’ve completely filled out and signed the sheet. Don’t fill out and sign the sheet until you’ve really done what it says you’ve done! The cover sheets exist to make sure you spend your paper-writing time efficiently! It also contains the grading rubric (see below):

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>flawless</th>
<th>superb</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
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<td>Critical Thinking: Logical Argument and Depth of Analysis</td>
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<td>Content: Use of Facts and Quotations, Synthesis</td>
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<td>Structure: Intro, Conclusion, Paragraphing</td>
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<td>Citations and Bibliography</td>
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<td>Average Score: (content+content+structure)/3 =</td>
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</tbody>
</table>

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Quick Summary of Paper Requirements

ALL Papers need to:

1. Be typed using 12 point type, double spaced, with 1" margins. Use a legible type face like Courier, Verdana, or Times New Roman. These fonts are found in all word processing programs. Please stay away from script fonts, Blackletter, and other fancy fonts.

2. Have the THESIS statement [or equivalent] and all PARAGRAPH TOPIC SENTENCES underlined.

3. Use direct quotes from primary and/or secondary sources to prove the thesis and cite the source of those quotes like this (Course Book, 11). On the SWoRD paper, you need a works cited/bibliography page for all sources, even the textbook. On exam essays and the practice essay where you are not doing research and using only the provided sources, cite but don’t include a bibliography.

4. Be carefully proofread for type-os, spelling errors, grammatical errors, and structural (paragraphing ) errors. Use your spell checker and grammar checker, but also make sure you print out and read the paper over carefully yourself. Look not only for spelling and grammar errors when you do, but ask yourself: is each topic sentence really a summary of its paragraph? Is my thesis a precise summary of the conclusions of the paper? Is my evidence clear and cited?

5. The final SWoRD paper should be stapled, with a completed cover sheet in front! I’ll provide the coversheet to you when we get closer to the end of class. It will have the rubric on it – very similar to the one in SWoRD!

In the case you need to do one, all Rewrites should:

1. Address the specific feedback given for the original paper.
2. Be stapled to the front of original paper.

ALWAYS keep an e-copy of your papers (and reviews) for yourself. Rewriting a lot easier if you don’t need to retype the whole paper!

Lastly, I will often ask you to submit something electronically: as a backup, for peer reviews, or to protect your hard work from plagiarism. If I do this, please submit your paper as a RICH TEXT FILE (.rtf) or Word 2003 or earlier Document (.doc). Most word processors will save in these formats! Let me know if you need any help saving in the correct format!
How To: Use SWoRD

How do I create My SWoRD Account?

Step 1. Getting to the Site:
Go to the main SWoRD web page (http://sword.lrdc.pitt.edu/). At the main page, click on “Create New Account”.

Step 2. Policy Statement:
This will take you to the policy page that describes the agreement to participate and use SWoRD. Read the policy carefully. Check the box that says “Check only if you agree,” and click the Agree/Register button.

Step 3. SWoRD Technical Support Policy Statement:
This will take you to the tech support policy page that describes what help tech support can and cannot provide. Read the policy carefully. Check the box that says “Check only if you agree”. Click the “Agree/Register” button.

Step 4. New Account:
The registration page will appear. Fill in your information that will register you in the system. This page allows you to create a password that you will use each time you log onto sword. Fill in your information that will register you in the system. If you don’t wish to use the last 4 digits of your social security number, use any 4 memorable digits as a pin. Click the arrow to finish with registration.

Step 5. Creating a pseudonym:
Choose a pseudonym to be identified with and type in the space provided. This should NOT be your name, your WebCT ID, or anything identifiable as you. The whole point behind SWoRD is that you are reviewing and being reviewed anonymously. (For the same reasons, you don’t want to put your name on your paper or in the file name until the final step when you submit it to me.) Then click “Available?”. The system will inform you if the name is already taken, so you may have to try another name. If your pseudonym is available, click the arrow to proceed.

Step 6. Confirmation:
After you received confirmation that your account has been successfully completed, you will need to enroll in a course. Click on the arrow to enroll in a course.

How do I enroll in SWoRD classes?

After logging into this system, click on the tab labeled 'Enroll Courses' where you pick a course. Search for your course in the pull down box. Once you have chosen your course, you will need to enter the CourseKey. This will be provided by your instructor. Click ENROLL to finish.

How do I submit my writing?

From the “Writer’s Work” menu, click the “Submit Now” button for the appropriate assignment (first draft or final draft). The following page is the submission page. Here you will be entering information about your paper, evaluating your own paper, and attaching the
document. Type the title of the paper. Read the plagiarism statement. If you agree, click in the box next to “Check here if you agree”. (This step is MANDATORY to continue.)

Rate your draft on the three dimensions (Flow, Logic, and Insight). Attach your document following the instructions online. Click “Submit” once you’ve attached the document. Once your draft has been successfully submitted, you should see a confirmation page. You should also receive an e-mail confirmation. **Make sure to save your e-mail.**

**How do I review peer papers?**

**Step 1: Find the Papers**
Access the reviewer’s work menu, click on the “Reviewer’s Work” button on the assignment page sorted by type OR click on the reviewing assignment listed on the assignment page sorted by date.

**Step 2: Download ALL your assigned Papers to Review**
Select the assignment tab and click on “Reviewer’s Work”. Click on the title of the paper to save a copy. Since the papers may have similar or identical names, do a “SAVE AS” and save the paper with the pseudonym of the writer and the draft number (Ninjapookie1).

**Step 3: Preparing to Review the Papers**
Download the dimension guidelines from WebCT. They are in the “How To” folder. See instructor for more information if you have any problems. Save copies of this HTML form to your computer. Again, name each form with the pseudonym of the writer and the draft number.

**Step 4: Criteria for Reviewing**
View the Flash file on the SWoRD web site for more information about how to review. Read each paper carefully and pay attention to the specifics addressed in the dimension guidelines. Did the person meet some of those specifics? All of them? A paper that sounds great but has no citations or source quotes won’t meet the assignment criteria! Give accurate and honest feedback. If you’re too nice, you aren’t helping the person. If you criticize without backing up your statements, you aren’t either. Always remember that you are critiquing the PAPER, not the writer! Remember that 50% of your reviewing grades are from your authors who will receive your feedback. She or he will decide how helpful your feedback would be in revising their writing. If you have a paper that just stumps you (say it’s on a completely different topic, for example), then bring a copy of it to the instructor for guidance.

NOTE: you will have 5-6 papers to review. This IS a lot of work to do correctly. That’s why we’re only writing one short formal paper in this class, and why the reviewing part of the SWoRD assignment is worth two full letter grades (100 points). Please take your time and do the best job you can - just as you’d want the people reviewing you to do!

**How do I submit my reviews?**

**Step 1: The written feedback**
Select the assignment tab and click on “Reviewer’s Work”. Click “Review this paper”. Enter your feedback for each of the three dimensions by cutting and pasting from your saved version. DO NOT try to write the review online! If you lose your connection, you’ll have to start all over! Click the next arrow after you finish.
Step 2: The numeric feedback
Select the rating for each of the three dimensions and then click on the next arrow.

Step 3: Repeat
Once you’ve done your first paper, move on to the others and do the same thing for each.

How do I get to see feedback for my paper?
Visit your writing assignment page where you submitted your manuscript. There you may read peer feedback. Note that at the same page, you evaluate the helpfulness of your reviewers’ feedback in a Back-Review. This is one way in which your reviewers earn their SWoRD grade, so please be honest and thorough in your Back-Reviews.

Make sure that you do ALL the following SWoRD steps over the course of the semester:

1. Submit your first draft.
2. Review your assigned first drafts
3. Read your reviewers’ comments and give them Back-reviews
4. Revise your paper
5. Submit your second draft
6. Review your assigned second drafts (same authors as the first, so this go-round should be quicker – if they took your advice!)
7. Read your reviewers’ comments and give them Back-reviews
8. Revise your paper
9. Submit your final draft on WebCt and in hard copy to the instructor (2 copies).

Due dates for each step are on the syllabus. SWoRD ONLY has a 24 hour Grace period. At 11:59 exactly on the day after the assignment was due, the drop box closes. No one, not the SWoRD staff nor the instructor, can open the box to submissions again. So please plan accordingly. Waiting until the very last minute to upload your paper is asking for disaster. If you miss the deadline for the first draft, you will not be able to submit a second draft either, but you will still be able to review other people’s work and earn those points.

A maximum of 1/4 of the available paper points and 0 of the reviewer points are available if you do not participate but choose instead to just submit your paper directly to the instructor at the end of the semester.

That means not participating in SWoRD will cost you at least 156.25 points. This is more than 3 letter grades and makes earning a C or better impossible. So if you have trouble with SWoRD or feel intimidated by the program, please come get assistance from the instructor right away! Don’t put off dealing with the issue!
Part IV:
Worksheets, Assignments, and Sovereign Power Game Rules
Participatory Exercise: Design your own Museum Exhibit

If you are going to the Walters on your own, please print this out and fill it out! First, tour the exhibits that cover the materials we study in class (Renaissance and later). Take notes on this page about 1-2 items from each exhibit relate to the BIG QUESTIONS below.

- Role of Religion: ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

- Private Life:
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

- How Countries Relate (war, trade, cultural influence)
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________
• Shared Cultural Values (things like ma’at, arête, veneration of fathers, chivalry, Christian piety, etc)

• Status (we won’t see how the poor and marginal are treated, but we will see how the high status show that status and make it clear that they are NOT marginal):

Now pick ONE of the topics you took notes on above, and describe your museum exhibit. Give the technical details of each piece (what, where, when, by whom) and, most importantly, how it will help your museum visitors understand the theme of your exhibit. Your theme should be the key facts you want viewers to learn. Make certain you have artifacts from at least three exhibits at the Walters, and 4 artifacts total!

Theme (BQ and specific details/approach):

Artifact 1:
Artifact 2:

Artifact 3:

Artifact 4:
Objectives: The student who successfully completes this assignment will demonstrate the ability to:

- Compare, contrast and evaluate bias in primary sources
- Form a clear, well-structured written argument using correct English grammar
- Search the web for sources and critically evaluate available history web sites.

In this short paper you will be given a set of primary sources from the past that express one point of view or historical perspective. Your assignment is to find at least three reliable online primary sources that contradict the set you are given and analyze the groups of documents. As you read the documents and build a thesis, consider these questions:

- How do we determine what happened in the past when we have conflicting sources?
- What makes a primary source reliable?
- How can you detect bias in a primary source?
- Does bias make a source unusable?

Steps in preparing your paper:

1. Read the relevant chapter(s) of your textbook for background.
2. Read the attached sources, and the provided handouts on searching the web, determining web site reliability, and annotating a bibliography.
3. The documents below all give different views of Imperialism. We want to learn more about who was expressing these views. Search the web to find reliable web sites that tell you more about the authors of the documents and the context in which they were written. The thesis of your paper will be the answer to the question, “What shaped the differing views of Imperialism in the 19th and 20th centuries?”
4. Once you’ve found these reliable web sources, create a bibliography of them and annotate it. Your annotations should
   1. explain what resources are present at each site
   2. explain what makes the site academically reliable

Now move on to the paper itself:

1. Use at least 3 of the documents below for your final paper.
2. Make notes on each document. What does it say? What did you learn about its author, his motivations, and the context in which the document was written?
3. Look at your notes for patterns. Do European authors all share the same views? Who differs and why? What are the views of Non-westerners? Are they all anti-imperialist?

4. Make a list of 4-5 main points of which you want to convince your reader. Each of these will become a paragraph topic sentence. In bullet format, under each main point, write down what evidence you have that you're right and which document you found it in. For a strong paragraph, make sure you have evidence from more than one document!

5. Look at your 4-5 main points. Overall, what have you proven about the topic and the documents? Sum up the ideas of your main points in a single sentence. That's your thesis.

6. Congratulations! You now have a solid outline for your paper. Leave it alone for a day or two, then come back and give it another look. Turn your bullets into complete sentences and fill in the transitions between paragraphs.

7. To create an introduction, give your reader some brief background on the problem you were trying to solve and the sorts of sources you used to do so. Then sum up your paper in a concluding paragraph. You now have a first draft.

8. Let the paper be for a few more days, then go back and correct any errors you see. Now it’s ready to submit to SWoRD. When you get feedback on your first draft, repeat the revision process and resubmit to SWoRD. After the second round of feedback, you submit the hard copy (TWO COPIES) in class.

For details on type size, font, margins, spacing, citation and so forth see the Instructions for ALL Typed Papers elsewhere in this document.
**Imperialism Sources:**

**Rudyard Kipling, The White Man's Burden, 1899 (partial)**

| Take up the White Man's burden-- | Take up the White Man's burden-- |
| Send forth the best ye breed-- | The savage wars of peace-- |
| Go bind your sons to exile | Fill full the mouth of Famine |
| To serve your captives' need; | And bid the sickness cease; |
| To wait in heavy harness, | And when your goal is nearest |
| On fluttered folk and wild-- | The end for others sought, |
| Your new-caught, sullen peoples, | Watch sloth and heathen Folly |
| Half-devil and half-child. | Bring all your hopes to nought. |

... Take up the White Man's burden--
And reap his old reward:
The blame of those ye better,
The hate of those ye guard--
The cry of hosts ye humour
(Ah, slowly!) toward the light:--
"Why brought he us from bondage,
Our loved Egyptian night?"

**H. T. Johnson, Black Man's Burden (1899)**

| Pile on the Black Man’s Burden.
'Tis nearest at your door; | Pile on the Black Man’s Burden
His wail with laughter drown |
| Why heed long bleeding Cuba, | You’ve sealed the Red Man’s problem, |
| or dark Hawaii’s shore? | And will take up the Brown, |
| Hail ye your fearless armies, | In vain ye seek to end it, |
| Which menace feeble folks | With bullets, blood or death |
| Who fight with clubs and arrows | Better by far defend it |
| and brook your rifle’s smoke. | With honor’s holy breath. |

**Edward Morel: The Black Man's Burden, 1903**

It is [the Africans] who carry the 'Black man's burden'. They have not withered away before the white man's occupation. Indeed ... Africa has ultimately absorbed within itself every Caucasian and, for that matter, every Semitic invader, too. In hewing out for himself a fixed abode in Africa, the white man has massacred the African in heaps. The African has survived, and it is well for the white settlers that he has.... What the partial occupation of his soil by the white man has failed to do; what the mapping out of European political 'spheres of influence' has failed to do; what the Maxim and the rifle, the slave gang, labour in the bowels of the earth and the lash, have
failed to do; what imported measles, smallpox and syphilis have failed to do; whatever
the overseas slave trade failed to do, the power of modern capitalistic exploitation,
assisted by modern engines of destruction, may yet succeed in accomplishing.
For from the evils of the latter, scientifically applied and enforced, there is no escape for
the African. Its destructive effects are not spasmodic: they are permanent. In its
permanence resides its fatal consequences. It kills not the body merely, but the soul. It
breaks the spirit. It attacks the African at every turn, from every point of vantage. It
wrecks his polity, uproots him from the land, invades his family life, destroys his
natural pursuits and occupations, claims his whole time, enslaves him in his own
home....

. . . In Africa, especially in tropical Africa, which a capitalistic imperialism threatens and
has, in part, already devastated, man is incapable of reacting against unnatural
conditions. In those regions man is engaged in a perpetual struggle against disease and
an exhausting climate, which tells heavily upon child-bearing; and there is no scientific
machinery for salving the weaker members of the community. The African of the
tropics is capable of tremendous physical labours. But he cannot accommodate himself
to the European system of monotonous, uninterrupted labour, with its long and regular
hours, involving, moreover, as it frequently does, severance from natural surroundings
and nostalgia, the condition of melancholy resulting from separation from home, a
malady to which the African is specially prone. Climatic conditions forbid it. When the
system is forced upon him, the tropical African droops and dies.
Nor is violent physical opposition to abuse and injustice henceforth possible for the
African in any part of Africa. His chances of effective resistance have been steadily
dwindling with the increasing perfectibility in the killing power of modern armament....

Thus the African is really helpless against the material gods of the white man, as
embodied in the trinity of imperialism, capitalistic exploitation, and militarism....

**Letter Published by John G. Paton, New Hebrides Mission, 1883:**
For the following reasons we think the British government ought now to take
possession of the New Hebrides group of the South Sea islands, of the Solomon group,
and of all the intervening chain of islands from Fiji to New Guinea...

2. The sympathy of the New Hebrides natives are all with Great Britain, hence they
long for British protection, while they fear and hate the French, who appear eager to
annex the group, because they have seen the way the French have treated the native
races in New Caledonia, the Loyalty Islands, and other South Sea islands.

3. Until within the past few months almost all the Europeans on the New Hebrides were
British subjects, who long for British protection.

4. All the men and all the money used in civilizing and Christianizing the New Hebrides
have been British. Now fourteen missionaries and the Dayspring mission ship, and
about 150 native evangelists and teachers are employed in the above work on this
group, in which over £6000 yearly of British and British-colonial money is expended;
and certainly it would be unwise to let any other power now take possession and reap
the fruits of all this British outlay...

6. The islands on this group are generally very rich in soil and in tropical products so
that if a possession of Great Britain, and if the labor traffic stopped so as to retain what
remains of the native populations on them, they would soon, and for ages to come,
become rich sources of tropical wealth to these colonies, as sugar cane is extensively 
cultivated on them by every native of the group, even in his heathen state. . .The 
islands also grow corn, cotton, coffee, arrowroot, and spices, etc., and all tropical 
products could be largely produced on them.

7. Because if any other nation takes possession of them, their excellent and spacious 
harbors, as on Efate, so well-supplied with the best fresh water, and their 
near-proximity to Great Britain's Australasian colonies, would in time of war make 
them dangerous to British interests and commerce in the South Seas and her 
colonies...

8. The thirteen islands of this group on which life and property are now comparatively 
safe, the 8000 professed Christians on the group, and all the churches formed from 
among them are, by God's blessing, the fruits of the labors of British missionaries, who, 
at great toil, expense, and loss of life have translated, got printed, and taught the 
natives to read the Bible in part or in whole in nine different languages of this group, 
while 70,000 at least are longing and ready for the gospel. On this group twenty-one 
members of the mission families died or were murdered by the savages in beginning 
God's work among them, not including good Bishop Peterson, of the Melanesian 
mission, and we fear all this good work would be lost if the New Hebrides fall into other 
than British hands...

J.A. Hobson: Imperialism (1902)
The decades of Imperialism have been prolific in wars; most of these wars have been 
directly motivated by aggression of white races upon “lower races,” and have [resulted] 
in the forcible seizure of territory. Every one of the steps of expansion in Africa, Asia, 
and the Pacific has been accompanied by bloodshed; each imperialist Power keeps an 
increasing army available for foreign service. Rectification of frontiers, punitive 
expeditions, and other euphemisms for war are in incessant progress. The pax 
Britannica, always an impudent falsehood, has become of recent years a grotesque 
monster of hypocrisy; along our Indian frontiers, in West Africa, in the Soudan, in 
Uganda, in Rhodesia fighting has been well nigh incessant... Peace as a national policy 
is antagonized not merely by war, but by militarism, an even graver injury. Apart 
from the enmity of France and Germany, the main cause of the vast armaments which 
are draining the resources of most European countries is their conflicting interests in 
territorial and commercial expansion. Where thirty years ago there existed one 
sensitive spot in our relations with France, or Germany, or Russia, there are a dozen 
now; diplomatic strains are of almost monthly occurrence between Powers with African 
or Chinese interests, and the business nature of the national antagonisms renders 
them more dangerous, inasmuch as the policy of Governments passes more under the 
influence of distinctively financial cliques....

These cliques, usurping the authority and voice of the people, use the public 
resources to push their private businesses, and spend the blood and money of the 
person in this vast and disastrous military game, feigning national antagonisms which 
have no basis in reality. It is not to the interest of the British people, either as 
producers of wealth or as tax-payers, to risk a war with Russia and France in order to 
join Japan in preventing Russia from seizing Korea; but it may serve the interests of a 
group of commercial politicians to promote this dangerous policy. The South African
war [the Boer War, 1899-19021, openly fomented by gold speculators for their private purposes, will rank in history as a leading case of this usurpation of nationalism....

... So long as this competitive expansion for territory and foreign markets is permitted to misrepresent itself as "national policy" the antagonism of interests seems real, and the peoples must sweat and bleed and toil to keep up an ever more expensive machinery of war....

... The industrial and financial forces of Imperialism, operating through the party, the press, the church, the school, mold public opinion and public policy by the false idealization of those primitive lusts of struggle, domination, and acquisitiveness which have survived throughout the eras of peaceful industrial order and whose stimulation is needed once again for the work of imperial aggression, expansion, and the forceful exploitation of lower races. For these business politicians biology and sociology weave thin convenient theories of a race struggle for the subjugation of the inferior peoples, in order that we, the Anglo-Saxon, may take their lands and live upon their labors; while history devises reasons why the lessons of past empire do not apply to ours, while social ethics paints the motive of “Imperialism” as the desire to bear the “burden” of educating and elevating races of “children.”

Nowhere under such conditions is the theory of white government as a trust for civilization made valid; nowhere is there any provision to secure the predominance of the interests, either of the world at large or of the governed people, over those of the encroaching nation. The relations subsisting between the superior and the inferior nations, commonly established by pure force and resting on that basis, are such as preclude the genuine sympathy essential to the operation of the best civilizing influences, and usually resolve themselves into the maintenance of external good order so as to forward the profitable development of certain natural resources of the land, under “forced” native labor, primarily for the benefit of white traders and investors, and secondarily for the benefit of the world of white Western consumers.

**Ndabanangi Sithole: African Nationalism (1959)**

With the coming of mines, towns, and cities the different tribes of Africa found themselves thrown together. Tribesmen who had never had anything to do with one another found themselves living together in one area, working side by side with one another, and the need to get along with one another became imperative... Eventually the African regarded himself not so much as a tribesman; but as a worker. A common language, a kind of lingua franca, soon developed, and thus communication was facilitated among members of different tribes. Down in the mine, in the factories, in the police force, in domestic service, on the farm, in the store, hospital, clinic, and a host of other European-introduced institutions and occupations, no tribal barriers existed or were encouraged. People just mixed freely. Tribalism among urbanized Africans was on its way out...

White supremacy produced two groups of people in Africa – the dominator and the dominated. It divided Africa into two hostile camps... The white people were conscious that they ruled as a white group, and the African people also became conscious that they were ruled as an African group. They suffered as a racial group.... The overall European policy in Africa may be summed up in these two words – white supremacy, and this is what the African means when he says, “White people, from the
Cape to Cairo, are the same.” That is, they have a mania to rule Africa. This European policy was a great challenge to Africa, and since it is the nature of human existence to respond to challenge, the African Peoples, despite their great geographical, linguistic, and ethnic differences, were united by this challenge. So long as the challenge remained, the African continued to respond positively and persistently by every conceivable means to overthrow white domination.

An examination of the ingredients that make up African nationalism may be enumerated as the African’s desire to participate fully in the central government of the country; his desire for economic justice that recognizes fully the principle of “equal pay for equal work” regardless of skin color; his desire to have full political rights in his own country; his dislike of being treated as a stranger in the land of his birth; his dislike of being treated as a means for the white man’s end; and his dislike of the laws of the country that prescribed him a permanent position of inferiority as a human being. It was this exclusive policy of white supremacy that brought to the fore the African’s “consciousness of kind.”

**Thomas Babington Macaulay: On Empire and Education (1833)**

I feel that, for the good of India itself, the admission of natives to high office must be effected by slow degrees. But that, when the fulness of time is come, when the interest of India requires the change, we ought to refuse to make that change lest we should endanger our own power, this is a doctrine of which I cannot think without indignation. Governments, like men, may buy existence too dear. "Propter vitam vivendi perdere causas," ["To lose the reason for living, for the sake of staying alive"] is a despicable policy both in individuals and in states. In the present case, such a policy would be not only despicable, but absurd. The mere extent of empire is not necessarily an advantage. To many governments it has been cumbersome; to some it has been fatal. It will be allowed by every statesman of our time that the prosperity of a community is made up of the prosperity of those who compose the community, and that it is the most childish ambition to covet dominion which adds to no man's comfort or security. To the great trading nation, to the great manufacturing nation, no progress which any portion of the human race can make in knowledge, in taste for the conveniences of life, or in the wealth by which those conveniences are produced, can be matter of indifference. It is scarcely possible to calculate the benefits which we might derive from the diffusion of European civilisation among the vast population of the East. It would be, on the most selfish view of the case, far better for us that the people of India were well governed and independent of us, than ill governed and subject to us; that they were ruled by their own kings, but wearing our broadcloth, and working with our cutlery, than that they were performing their salams to English collectors and English magistrates, but were too ignorant to value, or too poor to buy, English manufactures. To trade with civilised men is infinitely more profitable than to govern savages. That would, indeed, be a doting wisdom, which, in order that India might remain a dependency, would make it an useless and costly dependency, which would keep a hundred millions of men from being our customers in order that they might continue to be our slaves.

Are we to keep the people of India ignorant in order that we may keep them submissive? Or do we think that we can give them knowledge without awakening
ambition? Or do we mean to awaken ambition and to provide it with no legitimate vent? Who will answer any of these questions in the affirmative? Yet one of them must be answered in the affirmative, by every person who maintains that we ought permanently to exclude the natives from high office. I have no fears. The path of duty is plain before us: and it is also the path of wisdom, of national prosperity, of national honor.

Grading Rubric for the Paper:

<table>
<thead>
<tr>
<th>Essay rubric categories:</th>
<th>flawless</th>
<th>superb</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
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<tbody>
<tr>
<td>Critical Thinking: Logical Argument and Depth of Analysis</td>
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<tr>
<td>Content: Use of Facts and Quotations, Synthesis</td>
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<tr>
<td>Independent Research Skills</td>
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<tr>
<td>Average Content Score:</td>
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<tr>
<td>Structure: Intro, Conclusion, Paragraphing</td>
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<tr>
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Most documents in the past were written by rulers. So how can we get into the minds of the middle and lower classes. The peasants and urban poor were illiterate for much of European history. Even once they began to be educated, they still did not control the presses which printed the books or the governments which issued laws and policies (at least not usually!). So how can we get into their heads? How can we learn what smiths and millers, masons, street vendors, and cabinetmakers, all thought about their lives and the forces which shaped them? Occasionally, especially in times of revolution, we’re lucky enough to have some documents written by the middle and lower classes as they struggle to control their destinies. More often, though, we must rely on unintentional sources which record details of their lives.

Unintentional sources are those sources which were not written for the purpose you’re using them for. Perhaps they weren’t intended to survive at all! Examples can be things like: coroner’s reports that tell what a person’s life was like by showing us what they happened to be doing at the moment of death, or wills, which provide an inventory of the writer’s possessions. These sources are still going to be written down by members of the middle and upper classes, but because the are generally purely factual and were not intended to sway the reader’s opinion, we can trust them more than other sources.

Your sources for this reading consist of a variety of intentional and unintentional sources – government documents, crime reports, price indexes, and so forth. All the sources date from late 18th century France – the time of and leading up to the French Revolution. The numerical sources are originally from Discovering the Western Past: A Look at the Evidence, Vol. II: Since 1500 4th ed., by Merry Wiesner, Julius Ruff, and William Wheeler.

Our modern popular perceptions of this Revolution (from books and movies like A Tale of Two Cities or The Scarlet Pimpernel) were that the rich were all locked up and guillotined, and that the illiterate and destitute ruled the country. This certainly wasn’t true at first, when it was the wealthy commoners and liberal, Enlightenment-educated nobles who lead the revolution. But what happened as the revolution progressed? Who led then and why? What did the commoners of France experience during the revolution, how did these experiences seem to cause some them to participate in it, and who exactly were these participants during the different stages?

REMEMBER as you prepare for discussion: the people of the Third Estate in France were very diverse in terms of economic status, education, outlook, etc. You need to examine the roles of each part of the third estate separately to find meaning in this assignment. Every time you see a group or an individual either affected by something or taking action ask yourself if they are:

- Not Third Estate (Clergy, Nobles)
- High-status Third Estate: the bourgeoisie or wealthy merchants, university educated doctors, lawyers, accountants, etc. (as well as some very wealthy peasants, the leaders of the villages)
- Mid-status Third Estate: what we might call “blue collar” today. Skilled tradesmen such as carpenters, smiths, sculptors, bakers, engravers, printers, tailors, etc. (as well as successful peasant farmers)
Low-status Third Estate: unskilled workers such as laborers, cart-drivers, dock workers, maids, laundresses, and beggars and other unemployed people (as well as the poorest farmers, who often had to work the land of richer farmers because they had access to too little land to support themselves).

Sources

1. Cahier of 1789, The Third Estate of Versailles. A Cahier is an official document of a legislative body. This one was written up by representatives of the Third Estate of the district of Versailles. But do you think all the commoners of that area were really involved? Who seems to profit most? Some changes will clearly benefit everyone but, for example, who’s going to benefit from increased freedom of the press? A poor farmer or laborer who can’t even afford to feed his family, let alone buy books and news sheets? Did that unskilled laborer or poor peasant take the time to write this document up? Who might have had the time and skill to do so? Note the date. What parts of the third estate does your textbook say were in charge in 1789? This document is from: Merrick Whitcombe, ed. "Typical Cahiers of 1789" in Translations and Reprints From The Original Sources of European History (Philadelphia: Dept. of History, Univ. of Pennsylvania, 1898) vol. 4, no. 5, pp. 24-36.

Of the grievances, complaints and remonstrances of the members of the third estate of the bailliage [district] of Versailles.

Art. 1. The Power of making laws resides in the king and the nation.

Art. 2. The nation being too numerous for a personal exercise of this right, has confided its trust to representatives freely chosen from all classes of citizens. These representatives constitute the national assembly.

Art. 3. Frenchmen should regard as laws of the kingdom those alone which have been prepared by the national assembly and sanctioned by the king.

Art. 5. The laws prepared by the Estates General and sanctioned by the king shall be binding upon all classes of citizens and upon all provinces of the kingdom. They shall be registered literally and accurately in all courts of law. They shall be open for consultation at all seats of municipal and communal government; and shall be read at sermon time in all parishes. ... the Estates General shall be convoked at least every two or three years.

Art. 10. Deputies of the Third Estate, or their president or speaker, shall preserve the same attitude and demeanor as the representatives of the two upper orders, when they address the sovereign. As regards the three orders there shall be no difference observed in the ceremonial made use of at the convocation of the estates.

Art. 11. Personal liberty, proprietary rights and the security of citizens shall be established in a clear, precise and irrevocable manner...

Art. 12. And to remove forever the possibility of injury to the personal and proprietary rights of Frenchmen, the jury system shall be introduced in all criminal cases, and in civil cases for the determination of fact, in all the courts of the realm.

Art. 15. A wider liberty of the press shall be accorded, with this provision alone: that all manuscripts sent to the printer shall be signed by the author, who shall be obliged to disclose his identity and bear the responsibility of his work; and to prevent judges and other persons in power from taking advantage of their authority, no writing shall be held a libel until it is so
determined by twelve jurors, chosen according to the forms of a law which shall be enacted upon this subject.

Art. 17. All distinctions in penalties shall be abolished; and crimes committed by citizens of the different orders shall be punished irrespectively, according to the same forms of law and in the same manner. The States General shall seek to bring it about that the effects of transgression shall be confined to the individual and shall not be reflected upon the relatives of the transgressor, themselves innocent of all participation.

Art. 21. No tax shall be legal unless accepted by the representatives of the people and sanctioned by the king.

Art. 22. Since all Frenchmen receive the same advantage from the government, and are equally interested in its maintenance, they ought to be placed upon the same footing in the matter of taxation.

Art. 23. All taxes now in operation are contrary to these principles and for the most part vexatious, oppressive and humiliating to the people. They ought to be abolished as soon as possible, and replaced by others common to the three orders and to all classes of citizens, without exception.

Art. 50. New laws shall be made in favor of the negroes in our colonies; and the Estates General shall take measures towards the abolition of slavery. Meanwhile let a law be passed, that negroes in the colonies who desire to purchase their freedom, as well as those whom their masters are willing to set free, shall no longer be compelled to pay a tax to the domain.

Art. 52. It shall be ordained by the constitution that the executive power be vested in the king alone.

Art. 55. His consent shall be necessary to all bills approved by the States General in order that they may acquire the force of law throughout the realm. He may reject all bills presented to him, without being obliged to state the reasons of his disapproval.

Art. 56. He shall have the sole right of convening... and dissolving the Estates General.

Art. 63. Each judge of the lower courts and of the superior provincial courts shall be appointed by the king out of a list of three candidates, presented by the provincial estates.

...Finally, of all taxes that are burdensome and oppressive, whether on account of their nature or of the expense of collection, or because they have been paid almost wholly by agriculturists and by the poorer classes. They shall be replaced with other taxes, less complicated and easier of collection, which shall fall alike upon all classes and orders of the state without exception.

Art. 70. We demand, for the benefit of commerce, the abolition of all exclusive privileges: The removal of customs barriers to the frontiers; The most complete freedom in trade; The revision and reform of all laws relative to commerce; Encouragement for all kinds of manufacture, viz.: premiums, bounties and advances; Rewards to artisans and laborers for useful inventions.

Art. 71. We demand the suppression of various hindrances, such as stamps, special taxes, inspections; and the annoyances and visitations, to which many manufacturing establishments are subjected.

Art. 77. The abolition of all places of refuge for debtors.

Art. 78. That no merchant or trader may be admitted to any national assembly or any municipal body, who has demanded abatement from his creditors [has declared bankruptcy]; still less if he is a fraudulent bankrupt; and he may not be re-established in his rights until he his paid the whole amount of his indebtedness.
Art. 80. That the States General shall consider means of diminishing mendicancy [begging].

Art. 82. That all the honorary rights of nobles shall be maintained; but that they shall be allowed to hunt only upon their own lands, and not upon the lands of their vassals or tenants.

Art. 83. That nobility may be acquired neither through office nor purchase.

Art. 86. That day laborers may not be taxed to exceed the amount of one day's labor.

2. The National Convention, 1792: Note the date! Who was in charge of running France in 1792? How had the balance of power between political parties changed, and who did the new dominant party claim to represent? This document looks at the government and king very differently, doesn’t it. Does it give you the feeling that people who were speaking approved of how France had been run from 1789-1792? Why or why not? For example, the previous document put a cap on the amount of tax that a day laborer could be charged, but didn’t eliminate his taxes. What does this document suggest should be done? Who would benefit from such changes? This excerpt is from J.H. Robinson, ed., Readings in European History 2 vols. (Boston: Ginn, 1906), 2: 446-450

Robinson’s Note: Louis XVI had been suspended August 10 on account of the misgivings which his conduct inspired. The debate carried on six weeks later, during the opening session of the Convention, September 21, 1792, well illustrates the attitude of the new Assembly toward the ancient monarchy and serves to introduce some of the men who were soon to be most active during the Reign of Terror.

[Page 447] M. Chabot. Representatives of the people: I oppose the motion made by Citizen Manuel. I am astonished that Citizen Manuel, after having repudiated every idea of any comparison with kings, should propose to make one of our members [the President of the Convention] like a king. The French nation, by sending to the Convention two hundred members of the legislative body who have individually taken an oath to combat both kings and royalty, has made itself quite clear as to its desire to establish a popular government. It is not only the name of king that it would abolish but everything which suggests preeminence, so that there will be no president of France. You cannot look for any other kind of dignity than associating with the sans-culottes who compose the majority of the nation. Only by making yourselves like your fellow-citizens will you acquire the necessary dignity to cause your decrees to be respected. . .

M. Tallien. I am much astonished to hear this discussion about ceremonial [honors due the President]. . . . Outside of this hall the President of the Convention is a simple citizen. If you want to speak to him, you can go and look for him on the third or the fifth floor. There is where virtue has its lodging. . . .

M. Couthon. . . . I am not afraid that, in the discussion which is about to take place, anyone will dare to speak of royalty again; royalty is fit only for slaves, and the French would be unworthy of the liberty which they have acquired should [Page 448] they dream of retaining a form of government branded by fourteen centuries of crime. But it is not royalty alone that must be eliminated from our constitution, but every kind of individual power which tends to restrict the rights of the people and violate the principles of equality. . . .

M. Camus. The most essential thing is to order that the taxes continue to be collected, for you know that they have to be voted at the opening of every new legislature.

M. Collot d’Herbois. You have just taken a wise resolution, but there is one which you cannot postpone until the morrow, or even until this evening, or indeed for a single instant, without
being faithless to the wish of the nation, - that is the abolition of royalty. [Unanimous applause.]

M. Quinette. We are not the judges of royalty; that belongs to the people. Our business is to make a concrete government, and the people will then choose between the old form where there was royalty and that which we shall submit to them. . . .

M. Gregoire. Assuredly no one of us would ever propose to retain in France the fatal race of kings; ...It is necessary completely to reassure the friends of liberty. We must destroy this talisman, whose magic power is still sufficient to stupefy many a man. I move accordingly that you sanction by a solemn law the abolition of royalty. ...Surely it is quite unnecessary to discuss what everybody agrees on. Kings are in the moral order what monsters are in the physical...

M. Ducos. The form of your decree would be only the history of the crimes of Louis XVI, a history already but too well known to the French people. I demand that it be drawn up in the simplest terms. There is no need of explanation after the knowledge which has been spread abroad by the events of August 10.

The discussion was closed. There was a profound silence. The motion of Monsieur Gregoire, put to vote, was adopted amidst the liveliest applause: “The National Convention decrees that royalty is abolished in France.”

...From this moment the French nation proclaims the sovereignty of the people, the suppression of all civil and military authorities which have hitherto governed you, and of... the abolition [Page 450] of the tithe, of feudalism, of seigniorial [noble] rights and monopolies of every kind, of serfdom, whether real or personal, of hunting and fishing privileges, of the corvee, the salt tax, the tolls and local imposts, and, in general, of all the various kinds of taxes with which you have been loaded by your usurpers; it also proclaims the abolition among you of all noble and ecclesiastical corporations and of all prerogatives and privileges opposed to equality. You are, from this moment, brothers and friends; all are citizens, equal in rights, and all are alike called to govern, to serve, and to defend your country.

Footnote: In the decree of the Convention to which the above proclamation was appended, we find (Article II): The French nation declares that it will treat as enemies every people who, refusing liberty and quality or renouncing them, may wish to maintain, recall, or treat with the prince and the privileged classes...

The first two sources were intentional sources. They were written as significant historical documents. The remaining sources are all numerical data that were intended to be used for very different reasons. Therefore, they can show us something of what was affecting everyone in society, even those who were far too poor or undereducated to attend national legislative conventions! They can also show us what the average blue collar and unskilled workers were doing when the revolution gave us a first foreshadowing of the violence to come: the storming of the Bastille.
3. Look carefully at this compilation of where Early modern peasants (and the urban poor, who had even fewer food resources!) got their daily calories and minerals. This table represents average food intake values—when the harvest was bad, less food would be available. What food did the majority of the calories come from? How close to starvation were these peasants in a typical year? If food were to become scarce, or prices high, what do you think the reaction would be? Notes: Each number represents data from a different location in France. Lipids mean fats and glucides are sugars and starches. The most important columns are the total calories and percent of calories from bread (wheat) columns on the far right.

A Nutritional Balance Sheet

<table>
<thead>
<tr>
<th>Protein (in grams)</th>
<th>Lipids (in grams)</th>
<th>Glucides (in grams)</th>
<th>Trace Elements (milligrams)</th>
<th>Calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread</td>
<td>Cheese</td>
<td>Total</td>
<td>Bread</td>
<td>Butter</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>--------</td>
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<td>---------</td>
</tr>
<tr>
<td>1.</td>
<td>45.93</td>
<td>1.64</td>
<td>47.57</td>
<td>5.74</td>
</tr>
<tr>
<td>2.</td>
<td>48.00</td>
<td>5.01</td>
<td>53.01</td>
<td>6.00</td>
</tr>
<tr>
<td>3.</td>
<td>67.19</td>
<td>4.17</td>
<td>71.36</td>
<td>8.40</td>
</tr>
<tr>
<td>4.</td>
<td>36.55</td>
<td>4.17</td>
<td>38.72</td>
<td>4.55</td>
</tr>
<tr>
<td>5.</td>
<td>77.27</td>
<td>1.57</td>
<td>87.24</td>
<td>4.59</td>
</tr>
<tr>
<td>6.</td>
<td>94.30</td>
<td>4.35</td>
<td>98.65</td>
<td>6.78</td>
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<tr>
<td>7.</td>
<td>61.44</td>
<td>1.57</td>
<td>63.41</td>
<td>7.68</td>
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<tr>
<td>8.</td>
<td>68.08</td>
<td>5.01</td>
<td>74.09</td>
<td>8.51</td>
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<tr>
<td>9.</td>
<td>63.36</td>
<td>1.57</td>
<td>65.33</td>
<td>6.33</td>
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<tr>
<td>10.</td>
<td>84.75</td>
<td>3.94</td>
<td>88.69</td>
<td>10.59</td>
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<tr>
<td>11.</td>
<td>61.43</td>
<td>2.50</td>
<td>63.53</td>
<td>7.67</td>
</tr>
</tbody>
</table>

4. This is a chart showing you how the price of wheat (bread) changed in the 18th century, especially as the French Revolution began. What do you think the reaction of the urban and rural poor would be to such prices?
Look at this table and chart which compare worker's wages to the price of food. How much "room to maneuver" did workers seem to have? How often did the price of wheat rise near or above their salaries? What professions were hardest hit? The "Typical Agricultural Worker" means a peasant who doesn't control his own farm, but works for someone else. Laborers are unskilled workers. Masons, locksmiths, goldsmiths and the like are skilled laborers.
6. Below is a document showing you the professions of those arrested in the storming of the Bastille. We can assume that those arrested reflect the general makeup of the crowd that participated that day. What professions seem to be well represented? Are they university educated members of the bourgeoisie? Skilled tradesmen? The poorest laborers? Why or why not, do you think? Note: "Wage earners" meant those who were not prosperous enough to run their own business but labored for another. "Trades" such as charcoal burners, laundresses, housewives, laborers, domestic servants, cleaners, carters and riverside or shipyard workers are generally "unskilled" labor.

<table>
<thead>
<tr>
<th>Trade</th>
<th>Participants (no.)</th>
<th>Trade</th>
<th>Participants (no.)</th>
<th>Trade</th>
<th>Participants (no.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Food, Drink</td>
<td></td>
<td></td>
<td></td>
<td>9. Leather</td>
<td></td>
</tr>
<tr>
<td>Bakers</td>
<td>5</td>
<td>Cabinet makers</td>
<td>48 (9)</td>
<td>Curriers</td>
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<tr>
<td>Brewers</td>
<td>2 (1)*</td>
<td>Chandlers</td>
<td></td>
<td>Leather, skin dressers</td>
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<tr>
<td>Butchers</td>
<td>5 (3)</td>
<td>Fancy ware</td>
<td>9 (1)</td>
<td>Bookbinders</td>
<td></td>
</tr>
<tr>
<td>Cafés, restaurants</td>
<td>4</td>
<td>Joiners</td>
<td>49 (8)</td>
<td>Booksellers</td>
<td></td>
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<tr>
<td>Chocolate</td>
<td></td>
<td>Upholsterers</td>
<td>4 (1)</td>
<td>Papermakers</td>
<td>1</td>
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<tr>
<td>Cooks</td>
<td>2 (2)</td>
<td>5. Transport</td>
<td></td>
<td>Printers</td>
<td>8 (1)</td>
</tr>
<tr>
<td>Fruit vendors</td>
<td></td>
<td>Bargemen</td>
<td>3 (3)</td>
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<td></td>
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<tr>
<td>Grocers</td>
<td></td>
<td>Blacksmiths</td>
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</tr>
<tr>
<td>Innkeepers</td>
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<td>Carters</td>
<td>5 (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pastry chefs</td>
<td>4</td>
<td>Coachmen</td>
<td>2 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tobacco</td>
<td></td>
<td>Farriers</td>
<td>4 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wine merchants</td>
<td>11</td>
<td>Harness, saddlers</td>
<td>5</td>
<td></td>
<td></td>
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<tr>
<td>2. Building, Roads</td>
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<td>Porters</td>
<td>16 (16)</td>
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<tr>
<td>Carpenters</td>
<td>3</td>
<td>Riverside workers</td>
<td>5 (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glaziers</td>
<td></td>
<td>Shipyard workers</td>
<td>5 (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locksmiths</td>
<td>41 (8)</td>
<td>Wheelwrights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monumental masons</td>
<td>9 (1)</td>
<td></td>
<td></td>
<td>10. Print and Paper</td>
<td></td>
</tr>
<tr>
<td>Navvies</td>
<td>2 (2)</td>
<td>Braziers</td>
<td>7 (1)</td>
<td>Bookbinders</td>
<td></td>
</tr>
<tr>
<td>Painters</td>
<td>4</td>
<td>Buttonmakers</td>
<td>3</td>
<td>Booksellers</td>
<td></td>
</tr>
<tr>
<td>Paviors</td>
<td></td>
<td>Cutlers</td>
<td></td>
<td>Papermakers</td>
<td>1</td>
</tr>
<tr>
<td>Plasterers</td>
<td></td>
<td>Edge-tool makers</td>
<td>2</td>
<td>Printers</td>
<td>8 (1)</td>
</tr>
<tr>
<td>Quarrymen</td>
<td></td>
<td>Engravers, gilders</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sawyers</td>
<td>4 (1)</td>
<td>Founders</td>
<td>9 (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculptors</td>
<td>20 (1)</td>
<td>Goldsmiths</td>
<td>6 (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stonecutters</td>
<td>4 (4)</td>
<td>Instrument makers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stonemasons</td>
<td>7 (5)</td>
<td>Jewelers</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surveyors</td>
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<td>Mechanics</td>
<td></td>
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<tr>
<td>Tilers</td>
<td></td>
<td>Nailsmiths</td>
<td>9 (1)</td>
<td></td>
<td></td>
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<tr>
<td>3. Dress</td>
<td></td>
<td>Pewterers</td>
<td>2</td>
<td></td>
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<tr>
<td>Beltmakers</td>
<td></td>
<td>Stovemakers</td>
<td>5 (3)</td>
<td></td>
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<tr>
<td>Boot and shoe</td>
<td>28 (5)</td>
<td>Tinsmiths</td>
<td>5 (2)</td>
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</tr>
<tr>
<td>Dressmakers</td>
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<td>Watchmakers</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dyers, cleaners</td>
<td>3</td>
<td>7. Wood</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Florists, gardeners</td>
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<td>Wood</td>
<td></td>
<td></td>
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<tr>
<td>Furriers</td>
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<tr>
<td>Hairdressers</td>
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<tr>
<td>Hatters</td>
<td>9 (4)</td>
<td>8. Textiles</td>
<td>Cotton</td>
<td></td>
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<tr>
<td>Ribbon weavers</td>
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<tr>
<td>Stocking weavers</td>
<td>4 (4)</td>
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<tr>
<td>Tailors</td>
<td>7 (1)</td>
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<td></td>
</tr>
<tr>
<td>4. Furnishing</td>
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<td></td>
</tr>
<tr>
<td>Basketmakers</td>
<td>2</td>
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Total: 662
Reading: National Anthems

Not all historical sources are legal documents or letters, or histories. All written documents can be historical sources. Some documents are better at conveying certain historical realities than others. Take nationalism, for example. Nationalism is an inherently emotional experience. While speeches and proclamations convey some sense of what it would be like to have participated in one of the great nationalist movements of the 19th century, song does so even better. The songs below were meant to be sung by many voices, and to convey the raw, fundamental emotions of revolution and belonging associated with 19th century nationalism. Since nationalism is still a factor in the world today, and “ethnic” or “triumphal” nationalism still produces much violence, it is worthwhile attempting to understand the experience.

Carefully read the documents below. You should also find (on the Web or in an Encyclopedia) the lyrics to the Star Spangled Banner. Using the textbook, familiarize yourself with the circumstances behind the creation and implementation of these anthems (what was going on in that country at that time?). Now you are ready to think about discussion questions:

1. Think about what similarities of circumstance (prejudice, conflict, violence, or rapid social change, for example) produced the different songs, and what characteristics the songs share. In determining the shared characteristics, consider what the purpose of the lyrics are and how the words accomplish that purposes. What emotions do they evoke, and how?

2. Find a modern song (c. 1960 or later) that you feel is supposed to evoke feelings similar to those of the national anthems. This song that you find will probably not be a national anthem, as not many of those are being written these days! It can be any sort of song: rock, rap, pop – as long as you can show that it evokes some of the same the same emotions as the ones you found in the earlier national anthems. What are the specific circumstances behind the creation of the modern song? What do the differences tell you about how society may or may not have changed since the national anthems in this handout were written. For example, you may find that violence is still a common motivator, but that it is no longer violence between countries, but under other circumstances that produced your chosen song. Make sure you look at every word and phrase as you attempt to determine WHY all these songs were written the way they were!

The following mini-essay and song introductions is used with permission from The Internet Modern History Sourcebook, a reference compiled by Paul Halsall and available on-line at Fordham University (www.fordham.edu):

On Nationalism and Song

Nationalism was the most successful political force of the 19th century. It emerged from two main sources: the Romantic exaltation of "feeling" and "identity" and the Liberal requirement that a legitimate state be based on a "people" rather than, for example, a dynasty, God, or imperial domination. Both Romantic "identity nationalism" and Liberal "civic nationalism" were essentially middle class movements. There were two main ways of exemplification: the French method of "inclusion" - essentially that anyone who accepted loyalty to the civil French state was a "citizen". In practice this meant the enforcement of a
considerable degree of uniformity, for instance the destruction of regional languages. The German method, required by political circumstances, was to define the "nation" in ethnic terms. Ethnicity in practice came down to speaking German and sometimes just having a German name. For the largely German-speaking Slavic middle classes of Prague, Agram (Zagreb) etc. who took up the nationalist ideal, the ethnic aspect became even more important than it had been for the Germans.

It was only later in the 19th century that nationalism spread to Slavic countries, some of which had been effectively dead as political entities for centuries, and where languages survived only as peasant tongues. Among these groups nationalism tended to develop and change in similar ways among each people.

Songs

France: Claude-Joseph Rouget de Lisle’s **La Marseillaise**
The Convention accepted it as the French national anthem in a decree passed July 14, 1795. La Marseillaise was banned by Napoleon during the Empire, and by Louis XVIII on the Second Restoration (1815), because of its revolutionary associations. Authorized after the July Revolution of 1830, it was again banned by Napoleon III and not reinstated until 1879.

Oh liberty can man resign thee,
Once having felt thy gen’rous flame?
Can dungeons, bolts, and bar confine thee?
Or whips thy noble spirit tame?
Too long the world has wept bewailing
That falsehood’s dagger tyrants wield

But freedom is our sword and shield
And all their arts are unavailing.
To arms, to arms, ye brave!
Th’avenging sword unsheathe!
March on, march on, all hearts resolved
On liberty or death.

Italy: Guiseppe Verdi’s "Va, pensiero" from **Nabucco**
The “Chorus of the Hebrew Slaves”, (Va Pensiero), from Verdi's opera Nabucco (1842) attained great political significance. Va Pensiero became the Italians' song of liberation, for, in the oppressed Hebrews, they found a symbol of their own longing for reunification with Lombardy, which was occupied by Austria. The unison chorus became the underground "national hymn. “The composer's name became **V.E.R.D.I**, a slogan meaning **Vittorio Emmanuale Rei de Italia** (“Victor Emmanual, King of Italy”) - a reference to the sole native dynasty in Italy and the focus of nationalist hopes for unity.

Fly, thought, on wings of gold,
go settle upon the slopes and the hills
where the sweet airs of our
native soil smell soft and mild!
Greet the banks of the river Jordan
and Zion's tumbled towers.
Oh, my country, so lovely and lost!
Oh remembrance so dear yet unhappy!

Golden harp of the prophetic wise men,
why hang so silently from the willows?
Rekindle the memories in our hearts,
tell us about the times gone by!
Remembering the fate of Jerusalem
play us a sad lament
or else be inspired by the Lord
to fortify us to endure our suffering!

England: Edward Elgar’s **Pomp and Circumstance March No 1**
The music here is Sir Edward Elgar's Pomp and Circumstance March No. 1 of 1902. During World War I, it was used as the theme for part of a poem by A. C. Benson (1862-1925) by the music hall star Marie Lloyd. It was immediately adopted as perhaps the second most
sung national song after God Save the King. The tune to this song is one you have heard before -- it is the march played at most graduation ceremonies!

Dear Land of Hope, thy hope is crowned
God make thee mightier yet!
On Sov’ran brows, beloved, renowned,
Once more thy crown is set.
Thine equal laws, by Freedom gained,
Have ruled thee well and long;
By Freedom gained, by Truth maintained,
Thine Empire shall be strong.
Land of Hope and Glory,
Mother of the Free,
How shall we extol thee,
Who are born of thee?

Wider still and wider
Shall thy bounds be set;
God, who made thee mighty,
Make thee mightier yet.
Thy fame is ancient as the days,
As Ocean large and wide:
A pride that dares, and heeds not praise,
A stern and silent pride:
Not that false joy that dreams content
With what our sires have won;
The blood a hero sire hath spent
Still nerves a hero son.

Battle Hymn of the Republic by Julia Ward Howe The Atlantic Monthly; February 1862

Mine eyes have seen the glory
of the coming of the Lord
He is trampling out the vintage
where the grapes of wrath are stored,
He has loosed the fateful lightening
of His terrible swift sword
His truth is marching on.

Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
Glory! Glory! Hallelujah!
His truth is marching on.

I have seen Him in the watch-fires
of a hundred circling camps
They have builded Him an altar in
the evening dews and damps
I can read His righteous sentence
by the dim and flaring lamps
His day is marching on.

[Refrain]

I have read a fiery gospel
writ in burnish’d rows of steel,
"As ye deal with my contemners,
So with you my grace shall deal;"
Let the Hero, born of woman,
crush the serpent with his heel
Since God is marching on.

[Refrain]

He has sounded forth the trumpet
that shall never call retreat
He is sifting out the hearts of men
before His judgment-seat
Oh, be swift, my soul, to answer Him!
be jubilant, my feet!
Our God is marching on.

[Refrain]

In the beauty of the lilies
Christ was born across the sea,
With a glory in His bosom that
transfigures you and me:
As He died to make men holy,
let us die to make men free,
While God is marching on.

[Refrain]
The Sovereign Power Game

In this game your group will be given control of a mythical country in Europe. You will have “resource points,” called “sovereigns,” that you can allocate to important societal institutions to improve your country, but when you decide how to allocate these points it is very important to tell me exactly how you want to spend them, who it will harm or benefit [rural aristocracy, craftsmen/petty bourgeoisie, bourgeoisie, peasants, proletariat, etc.], and why you expect it to have those effects. How do you figure this out? By looking at the examples of successful and unsuccessful rulers in your textbook! When you can see the historical patterns, you will have an idea of how government works in the abstract!

Your choices won’t have abstract consequences, however! You must balance the needs of all your subjects! The way you allot sovereigns directly reflects the way I allot morale points! If any one existing social group ends up with too few points at the end of an allotment session, they will revolt against you. How many points is “too few?” Well, you won’t know exactly! Low points or negative points will definitely guarantee a revolt, but the group’s tolerance for your neglect will vary according to other factors: natural disaster and war, famine, religious change, how well the other social classes are doing, revolt in neighboring countries, etc. This reflects the fact that humans are a variable lot, and early modern monarchs could not precisely predict how they would react!

Everyone starts the first turn with the same amount [40] of resource points [sovereigns]. Your total number of sovereigns will shrink if you suffered a revolt in a previous term or were invaded. On the other hand, they will increase if you keep your people happy, conquer other territories or develop new industries.

Categories in which to spend your 40 sovereigns:

1. **Military**: recruitment or a draft, developing an officer corps, mercenaries (hiring or exporting) intelligence, military technology, etc. Subcategories that need to be developed separately:
   - **Army size**: This is the number of troops, combat and otherwise, and basic equipment.
   - **Army quality**: Anything that makes those troops better – improved equipment, training with it, better officers, better communications and logistics.
   - **Navy size**: Ships and men and basic equipment.
   - **Navy quality**: Better ships, training, better guns, navigation equipment, etc.
   - **Special units** -- i.e. engineers, supply units, covert units, etc.

2. **Production and Industry (Economy)**: This is everything to do with rural or urban production of goods and food. Subcategories that need to be developed separately:
• Urban Industrial economy and industrialization: (developing new technology, mass production, marketing, etc.)
• Rural Economy: Support of agriculture, agricultural economy (maintenance of status quo, new crops, new farming tech, etc.)
• Research and Development (purely theoretical and laboratory science now that might be practical later). This is how you get inventions before they were developed in the real world.

3. **Education and propaganda:** including religious propaganda, nationalist propaganda, basic literacy, technological education, etc. Make sure you specify curriculum, who can attend, who pays for the students to attend and so on. **Subcategories that need to be developed separately:**
   - Basic education,
   - higher (university) education,
   - propaganda/nationalist education.

4. **Infrastructure (public works):** roads, bridges, dams, sewage systems, fortifications, cathedrals, etc. Either the government may build them or you can do things to encourage private industry to build. There is a separate sovereign payment system for this category. **Subcategories that need to be developed**
   - Transportation infrastructure (roads, canals, harbors)
   - Urban infrastructure (towns, market places, monuments, factories, housing)
   - Military infrastructure (forts, walls, barracks)

5. **Foreign Affairs:** trade, royal marriages, war, etc. Good relations make it more difficult for another country to invade you because their people will not want to fight, but obviously take resources away from your own people NOTE: Relations must be purchased **BY COUNTRY.** **Subcategories that need to be developed separately:**
   - Trade agreements: the lowest level of treaty, this allows for some degree of official trade, either free or at favorable circumstances. It’s a purely commercial exchange.
   - Diplomacy: this creates a tighter bond between two countries. It may involve a marriage between royal families, mutual defense pacts, etc.
   - Intelligence and counter intelligence (1 subcategory): Intelligence gets you information a country wouldn’t willingly share (troop deployment, etc). You can use it a country you don’t have a treaty with, or one that you do if they aren’t
sharing information willingly. You can also use Intelligence against your own people to make sure they are paying their taxes and aren’t planning revolt. Buy intelligence for each country separately. - Counter intelligence protects against other country’s intelligence and is bought for your country only, not separately for each country you’re worried about.

6. Legal and Social reform: changing laws, punishments, civil rights, governance structures, etc. The costs for each purchase are **ALWAYS TWO POINTS** regardless of starting value! Unlike every other category, the costs don’t increase as the score goes up. Subcategories that need to be developed separately:
   - **Governmental reforms**: changes in voting, the judicial system, how the government actually runs
   - **Civil rights and freedoms**: freeing serfs, allowing a free press, freedom of religion, etc.

Parts of most of these six categories directly affect your economy and national morale (not just #2) and each other. Your infrastructure, education system, industry and production (in both city and countryside), trade, and sense of social cohesion or nationalism all directly affect your economy and morale. And the more productive and happy your people are, the more points you get the next term!

Further development in these areas as well as developments in military technology and training will be easier if you are building from a sound economic and technological base. Also, you may see overlap between these categories. Broad city boulevards that prevent rebels or invaders from blocking off streets would be Infrastructure, but aren’t they military too? Well, yes, you could list them there instead! Think about the primary purpose. Often which category you list something in really isn’t as important as knowing WHY you are doing it and WHAT effects you expect it to have, and explaining those things to me!

**What you do:**

1. Figure out what actions you want to take to maintain or improve your country. Each action must fit into a category (if it fits more than one, pick one of the options), and each action will cost some number of sovereigns (see below).

2. Write up the actions by category. Be very specific! Don’t say “make the army better” instead say “create professional trained officer corps,” for example. The less specific you are, the less effective your sovereigns will be!
3. For every action, tell me what social class(es) will benefit AND WHY and what social class(es) will feel threatened or harmed by your actions AND WHY. I.e. you must analyze the pros and cons of each choice! Note: There are always CONS. If you don’t see any, think about it some more!

4. So why not just invent high speed computers and nuclear weapons and be done with it? Nice try! Your technological advances are limited by prerequisites. You have a starting level in each category above. You will use a cost table to determine how expensive it is to buy an improvement. And the higher your level is in a category, the more it costs to raise it even higher. Also, you must invent anything that you want before it was actually available. And you must trade for it if only one or two countries had it (say the Steam Engine right after Watt improved it).

5. You may buy CONTINGENCY improvements. Example: Spend points in both diplomacy and Rural Economy. Plan to get a trade treaty with England and then use that to get the seed drill. The PROS: you can get more done in one turn. The CONS: If you don’t get the first thing, you lose the points for both. See, I told you there were always cons!

What I do:

I am your Minister of Getting Things Done. I take your sovereigns and do the following:

1. I determine, based on the clarity of your goals, how effective your actions are – how far along towards those stated goals you are. NOTE: If you don’t explain to me clearly what you want, the Minister’s response will be “huh?” and you will lose those sovereigns!

2. I raise your score accordingly and calculate your new averages for the next turn.

3. Then, bearing that in mind and thinking logically about who in your society will benefit or be harmed by your actions, I distribute “morale points” among your social classes (+3 to -3). “Morale points” differ from Sovereigns in that they can be NEGATIVE! NOTE: If you don’t take the time to think about how your actions will help one class or another convincingly, I probably may not distribute sovereigns in the manner you were expecting!

4. Once determine the basic morale points, I determine the effects of random events like drought or disease, and the effects of actions taken by or in neighboring countries. Then I see if you’re in trouble with your people or not and, if necessary, give you “Mid-turn” results. If your neighbors have been putting points into Military Intelligence, they too will know how you’re doing
(and vice versa). If any one class (or more) gets too unhappy, you may have a rebellion on your hands!

5. At mid-turn you cannot re-distribute sovereigns, but you can negotiate verbally with your neighbors and take actions that you planned for in your allotment of sovereigns. Suppose you put a lot of money into building your military in anticipation of capturing your neighbor’s sea port. Then your neighbor collapses in revolt. Because declaring war doesn’t require sovereigns, you can decide that now is the time to use that military to invade rather than next turn. Or you could decide to use it instead to crush a peasant rebellion. On the other-hand, perhaps your neighbor has made technological improvements in different areas. You could negotiate and decide to spend points on trade technologies the next turn.

6. Once you have taken any allowed mid-term actions, I’ll complete the term by adjusting scores accordingly and calculating your sovereigns for the next turn.

Example costs for raising categories:  **IF** your average country score was 3 then the following would apply. See the provided Cost Table for all costs each level, and also the tutorial.

<table>
<thead>
<tr>
<th>Category: Current level</th>
<th>Desired level</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army quality: 2</td>
<td>3 (raise up to to average)</td>
<td>1</td>
</tr>
<tr>
<td>Navy Quality: 3</td>
<td>4 (raise to one above average)</td>
<td>2</td>
</tr>
<tr>
<td>Transport. infrastructure: 4</td>
<td>5 (raise to two above average)</td>
<td>4</td>
</tr>
<tr>
<td>But say instead you wanted to raise transportation even higher, by two steps at once!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport. infrastructure: 4</td>
<td>6 (to three above average)</td>
<td>4 + 8 = 12 total!</td>
</tr>
</tbody>
</table>

So you can move one category multiple steps, but it will really cost you! The more you focus on one category, the harder it is to raise it! This reflects the fact that all these areas are really interconnected. For example, to have better rifles and cannon, you need better machining technology and mass production techniques, better
education for workers, a pool of university educated engineers to draw on, citizens willing to enlist and serve in your military, the raw materials which may have to be traded for and certainly need to be transported to the factory and then the battle field!

REMEMBER: The only category that DOES NOT work like this is the Legal and Social Reform Category. All spending in that category costs 2 Sovereigns per level.

Note on Spending: The spending system seems pretty complex at first. Don’t worry! There are simple look-up charts available in your Country’s data booklet and WebCT to let you determine costs without calculating them yourself. Also in the booklet and on WebCT will be specific maps and other resources that are unique to one of the countries in the game. These rules only contain the information that’s the SAME for all the countries!!!

Starting Status:
1. The majority of your territory is rural, although you will have 2-3 large towns/small cities. You need to decide which is your capital!
2. Most of your resources are agricultural: grains and wool and the like. You have not yet begun to use any New World crops such as potatoes or corn.
3. You have limited metal and mineral resources in some areas of your country (see resource map and list).
4. You don’t have machines like the seed drill, but you do use three field rotation, natural fertilizers, and some nitrogenous plants.
5. Your level of industry is that of cottage industry and guilds, not industrialized factories
6. Your don’t maintain a large standing army. What forces you do have are currently armed with a combination of old unrifled matchlock and flintlock muskets with bayonets, pikes, swords, and cannon. You don’t have extensive artillery however, and transporting it is hard as gunpowder forms explosive clouds. You can draft the untrained peasants if need be, but they may not be happy about it.
7. You have a small navy, with ships that typically have a few cannon each. The cannon are mostly kept above decks – see above note about powder!
8. Your probably have some Catholics, Lutherans, Eastern Orthodox Christians, and a few Calvinists and Anabaptists in addition to a small Jewish population. You may also have a small Muslim population. The exact percentages will be in your Country’s Data Book.
9. Practice of protestant religions is not legal, but neither has it been actively prosecuted. The Catholic church collects a tithe from your Catholic subjects, who
are actively involved with their religion, but dislike the occasional corruption in the ranks of the clergy. The pope chooses who will serve as bishops in your country, but usually he selects local noblemen who are a part of the country and reasonably popular with the people.

10. Your country is a monarchy with a three house (tricameral) “Estates General” or Diet that consists of the hereditary nobility, churchmen (mostly Catholic, a few token Orthodox), and the urban elites (much like France’s). This body can only meet with the king’s permission and has not traditionally contradicted the king’s will.

11. Your king is not Absolutist. He shares with the nobles and the church the ability to make laws, enforce justice (crimes w/o the death penalty), collect taxes, tariffs, and tithes, make trade decisions, and so forth. Your king is however, a stronger monarch than the elected Holy Roman Emperor. For a comparison, look at the late medieval kings discussed in the textbook reserve reading or the background tutorials.

12. Most of the peasants who work the fields in your country (70%) are still serfs.

13. You have not industrialized. You use 3-field crop rotation, but the seed drill and nitrogenous plants are not yet available. Urban enterprises have, however, begun to consider efficiency measures such as centralized bulk production of goods (but not automation or assembly lines).

14. Most of your people are at least partly literate (at about 3rd grade level for peasants, 7-8th grade level for the craftsmen and leading villagers, 11-12th grade level for nobles, clergy, and well-to-do commoners. Women are significantly less literate than men, however.) in a common Slavic language (Polish), but your country does contain several ethnic groups with different native tongues and customs (Russians, Latvians, Lithuanians, Germans, etc.). This varies with country (see specific country handouts later) and will affect the stability of your lands!

15. **Your starting social orders:** 1. Peasants and unskilled urban laborers 2. Clergy 3. Nobles and Rural Gentry 4. Urban Merchants/Elite Craftsmen (guild masters, etc.). As you industrialize, some of the unskilled will become the proletariat, and the urban merchants will separate into the bourgeois (factory owners, wealthy industrialists) and the petty bourgeois (shop keepers, professionals like lawyers and accountants). All of these groups must be kept happy or they will cause social unrest and revolution! See Data Book for more details!
**STARTING VALUES:**

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<th>Avg of</th>
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<th>Value 2</th>
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<td></td>
<td>Avg</td>
<td>Urban Economy: <strong>2</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>R&amp;D: <strong>1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATION AND PROPAGANDA</strong> (2.3)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Avg</td>
<td>Basic ed.: <strong>3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Higher ed.: <strong>2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Propaganda: <strong>2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>INFRASTRUCTURE</strong> (2)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Avg</td>
<td>Transportation: <strong>2</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Urban: <strong>2</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Rural: <strong>2</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Military: <strong>2</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LEGAL AND SOCIAL REFORM</strong> (2)</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Avg</td>
<td>Legal/Govt: <strong>2</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Social: <strong>2</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>FOREIGN AFFAIRS</strong> ()</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Avg</td>
<td>Trade: <strong>2</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(general regional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diplomacy: <strong>0</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intel: <strong>1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 20 is what a modern nation might have in a value! You don’t need to try to reach such levels. 5-8 is a normal value after 3-4 turns.

**Average across all categories: 2.2 (Use Spending Chart 2).** Don’t recalculate average during the turn. I’ll tell you your new average at the beginning of each turn. All you need to do is be aware of the sub-category numbers (just category # for social reforms) and overall average so you can figure out how to divide up your points.

**Rules for More Complex Actions:**

- **WAR:** Wars are won by a combination of high military spending and good overall morale of the population! This is the only form of international relations that I'll adjudicate. If you want to make a marriage or trade with another country, I'll tell the other country how they perceive you based on your 'spending' in that area, but then it will be up to you to make the deal! This is one good way to use WebCT! Note: Civil wars between you councilors will be run the same way. You will make your actions within your separate factions for the turn, just as if you were the entire government (but with only your % of the sovereigns), I will determine the popularity and resources of each group, and adjudicate! Winning wars does not necessarily equate to winning the game, especially if you are an aggressor nation!

- **TREATY:** You may decide instead to form a treaty with a neighboring country. This could be a very close and binding treaty of mutual support and defense or a less elaborate trade agreement. These MUST be negotiated verbally or via email to take effect, and there MUST be written terms attested to by both countries!!! The instructor will assist by telling each country what they know and feel about the other based on Foreign Affairs spending and by providing you with contact information for the Great Powers.
• **DEBT:** You may choose to go into debt to another country. If it is a student-run country, you must negotiate the terms of the debt with them. If it is one of the GREAT POWERS, you can negotiate with them also. If it’s another country not in the list, the terms are as follows:
  o You may borrow 2, 4, or 6 sovereigns.
  o You must pay them back the NEXT TURN at 50% interest. I.e. if you borrow TWO (2) Sovereigns in Turn II, at the beginning of Turn III, you must pay back THREE (3) sovereigns.
  o Failure to pay back your debts will lead to a cancellation of any treaties during that turn. Failure to pay back the debt beyond the turn due will lead to war. While this isn't necessarily perfectly realistic, it is needed for game balance!

GROUP ROLES:

To ensure good communication and equal participation within your group of 5-7 people, you should choose among the following roles for yourselves (you can change if a role doesn’t work out). **NOTE: ALL ministers help fill out turn forms.**

• **Minister of Foreign Affairs:** This person makes contact with other states. He or she should be able to check email regularly and write polite letters! This position is a must have!

• **Minister of Industry and Development:** This person takes charge of the country map and draws infrastructure developments on it. He or she becomes familiar with the chart that explains what you get when spending Sovereigns on infrastructure. If the country needs to do R&D not covered by a group member’s expertise portfolio, this minister researches (or leads the research) on the item.

• **Minister of the Exchequer:** This person is in charge of checking the numbers and making sure no one spends too much. He or she also keeps track of which turn forms have been submitted and which still need to be.

• **Minister of War:** This minister will often simply be a Minister without Portfolio (see below), but IF your country decides to go to war or is invaded, this minister will take responsibility for coordinating and writing up the War Plan.

• **Minister without Portfolio:** These ministers have variable duties. **Like all Ministers** they will complete one or more turn forms each turn, working on whichever ones have the most actions. But rather than having specific additional duties, they will help whichever one or two of the ministers above need assistance.
Spending Charts for determining costs in Sovereigns

**Spending Chart 2**
Use this chart if your County Advancement Score is between 1.5 & 2.4 *(all countries use it in Turn 1)*

<table>
<thead>
<tr>
<th>Start Value</th>
<th>(\text{Average})</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>31</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>--</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>30</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>--</td>
<td>4</td>
<td>12</td>
<td>28</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>8</td>
<td>24</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>16</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>32</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>too costly!</td>
<td></td>
</tr>
</tbody>
</table>

Just look at the value in the relevant cell. Example: if your *Army Size* is a 3 and you want to raise it to 5, that will cost 12 points. You’d also need two well thought out ideas.

**Spending Chart for Level 3**
Use this chart if your County Advancement Score is between 2.5 & 3.4:

<table>
<thead>
<tr>
<th>Start Value</th>
<th>(\text{Average})</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>16</td>
<td>32</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>--</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>15</td>
<td>31</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>--</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>14</td>
<td>30</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>--</td>
<td>--</td>
<td>4</td>
<td>12</td>
<td>28</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>8</td>
<td>24</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>16</td>
<td>too costly!</td>
<td>too costly!</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>32</td>
<td>too costly!</td>
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<tr>
<td>8</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>too costly!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Just look up the value in the relevant cell. Example: if your *Army Size* is a 3 and you want to raise it to 5, that will cost 6 points. You’d also need two well thought out ideas.
Appendix
# Grade Record Sheet

Please take a minute to write down the points you earn on each assignment in the corresponding line on this record sheet. This way you will always know how many points you have earned in the class to date. To calculate your points, just add up all the points in the “Points Earned” column and divide that number by all the points you have had a chance to earn so far as listed in the Points Available column. Multiply the result by 100, and check this percentage against the scale at the beginning of the course book. Remember that extra credit assignments add no points to the “Points Available” column, since they are in addition to the 500 possible base points! You’ll see that there are several extra credit options included below and open to all students who participate, turn in assignments, and put genuine effort into the class. There may be a few more points available as well BUT extra credit can never replace points lost through un-excused absences or failure to do an assignment to begin with.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
<th>Pts Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td></td>
<td>EX</td>
</tr>
<tr>
<td>Prep Test 1</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Prep Test 2</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Prep Test 3</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Sp Game Turn 1</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Sp Game Turn 2</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Sp Game Turn 3</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Expertise Portfolio</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>SWoRD Paper</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>SWoRD Reviews (25 each)</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>SWoRD Back-Reviews (12.5 each)</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Exam One</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Exam Two</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Exam Three (Cumulative or not)</td>
<td></td>
<td>75+</td>
</tr>
<tr>
<td>Exam Map Extra Credit (all exams)</td>
<td></td>
<td>EX</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td></td>
<td>10+</td>
</tr>
<tr>
<td>SP Victory Points (1 team)</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td></td>
<td><strong>500+</strong></td>
</tr>
</tbody>
</table>
History SWoRD Paper Cover Sheet

**All Papers:**
- Paper has a clear thesis, thesis is underlined.
- First paragraph contains a brief contextual **introduction** to the problem (goals, sources) as well as the thesis.
- Paper is divided into paragraphs.
- Each paragraph makes a **unified statement**, main point of each paragraph is summarized in a topic sentence and **each topic sentence is underlined**.
- I have **printed** the paper out, and **read it aloud** to myself or someone else, looking for type-os, grammatical and spelling errors, and lack of clarity.
- I corrected my errors, then re-**printed** the paper.
- Paper is **stapled** with cover sheet in front and self-feedback sheet (if required) in back.
- Paper uses **direct quotations** from primary and/or secondary sources.
- Paper discusses **patterns** in the sources, referring to **multiple sources to prove each point or paragraph topic**.
- Paper uses concrete factual material from any assigned and/or researched modern and historical sources to provide context for logical hypotheses.
- All of those materials/facts that I used to construct my arguments (**quotes and paraphrases**) are **cited**, including textbook, course book, and tutorial material.
- All un-cited work is my own, and my own thoughts compose the bulk of my argument. Paper does not simply restate the beliefs of other authors without my own analysis of them.
- A bibliography of **all** sources is included.
- An electronic copy of the paper has been submitted in the correct WebCT drop box.

**And for Rewrites:**
- I have **talked to the instructor** about what aspects of the paper need to be rewritten.
- I have applied my **SWoRD feedback** to my paper.
- I have taken the paper to the writing center for assistance **if directed** to do so.
- Previous draft with instructor’s comments is clipped to the **back** of the rewrite.

My signature below indicates that I am the author of this paper, I have not plagiarized, and I have followed the list above in order to avoid rewrites and compose the best possible paper.

Signature: ___________________________

**Essay rubric categories:**

<table>
<thead>
<tr>
<th>Category</th>
<th>superb</th>
<th>v. good</th>
<th>good</th>
<th>fair</th>
<th>poor</th>
<th>absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking: Logical Argument and Depth of Analysis</td>
<td></td>
<td></td>
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<tr>
<td>Critical Thinking: Synthesis and use of Sources</td>
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<tr>
<td>Research Skills (if evaluated), use of facts (incl. date/place)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Content Score :</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure: Intro, Conclusion, Paragraphing</td>
<td></td>
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<tr>
<td>Grammar, Usage, and Typos</td>
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<tr>
<td>Citations and Bibliography</td>
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<tr>
<td>Average Structure Score:</td>
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</table>

Overall Score: (content+content+structure)/3 = __________ = _______ % = _______ points out of _______
Country of ____________________________, Turn ___________

Category _______________________________

Primary Minister:__________________________

<table>
<thead>
<tr>
<th>Sub Category</th>
<th>Starting Value</th>
<th>Final Value</th>
<th>Cost to Raise</th>
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<tbody>
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</tbody>
</table>

Remember, for every point you are raising (not point you’re spending!) something by in the chart above, you need an explanation of what you’re changing and it’s pros and cons (i.e who it’s going to effect, positively or negatively). Use the space below and the back of the sheet if necessary. Put additional ideas on the back! Remember, the final version must be TYPED! Use the Rich Text file on WebCT for the typed version.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Idea</th>
<th>Cons</th>
</tr>
</thead>
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