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Homepage: http://www.cabrillo.edu/~mmangin

Office Hours: T-Th 8:30-9:15; M, Th 12:45-1:45; and by appointment.

Just Google me and click on this course and you will find the entire syllabus (Course Description, Student Requirements, Schedule, Homework Assignments), writing guidelines, links, the text study guide (http://bcs.bedfordstmartins.com/mckaywest11e/), and other helpful information. Go to the Canvas Course Website for these materials and all course-related assignments and updates.

Some historical quotes:

- The function of the historian is neither to love the past nor to emancipate himself from the past, but to master and understand it as the key to the understanding of the present. (E. H. Carr)
- History doesn’t repeat itself, but it does rhyme. (Mark Twain)
- History is a pack of lies about events that never happened told by people who weren’t there. (George Santayana)
- The only good is knowledge, and the only evil is ignorance. (Herodotus)
- No war is inevitable until it breaks out. (A.J.P. Taylor)
- The element of interpretation enters into every fact of history. (E.H. Carr)
- Reporter: “What do you think of western civilization?” Mahatma Gandhi: “I think it would be a good idea.”
- Hope is the other side of history. (Marcia Cavell)
- Maps are your friends. (M. Mangin)

COURSE DESCRIPTION: Welcome to the eighth year of Cabrillo’s Honors Transfer Program. History 4BH is a survey of western civilization from 1648 to the late twentieth century. Special emphasis will be placed on the themes of nationalism, scientific rationalism, gender, industrialization and class conflict, imperialism, and political ideology. In addition to the political and diplomatic framework necessary in a survey course, this class will concentrate on social, economic, cultural, artistic, and intellectual developments. Primary documents and other media will be used to analyze major themes. Along with the traditional lecture format, this course will encourage discussion, debate, and dialogue among all members of the class as we examine the significance of the Western heritage in our lives.

TEXTS:
2. Course Reader – Available at Print Smith Copy, 8047 Soquel Dr., Aptos, 688-1538
A copy of each book is on reserve in the Cabrillo College Library.

Learning Outcomes: At the end of the course students should be able to:
1. Write an analytical essay on western history containing a thesis, appropriate historical evidence, and awareness of counter-arguments to proposed thesis.
2. Synthesize and address the major events, ideas, and transformations in western social, cultural,
political, economic, intellectual, and diplomatic history from 1648 to the late 20th century.

3. Critically analyze primary historical sources to investigate specific events or historical issues.
4. Evaluate historical myths, clichés, and/or prejudices in western history.

**Note well:** This is a Writing Factor course. Critical, analytical writing will be the primary determinant of your grade.

**My expectations for you:**
- Come to class with a positive attitude and an open and questioning mind
- That you can complete an average of 4.5 hours of homework between each class session
- Come to class on time; stay for the entire class
- Bring the text, other assigned readings, paper, and pens to class
- **Leave other work/reading out of sight** and (mostly) out of mind. **Please turn off cellphones.**
- Treat other people with respect; be considerate

**My commitment to you:**
- All the stuff above, although the “open” mind part might have some limitations (see the next few pages)
- To share my enthusiasm for studying history
- To respect you as an adult who has made an important commitment toward trying to improve your life by attending community college
- To prepare and present thoughtful and engaging lessons and lectures
- To give challenging and clear writing assignments; and to return them to you with comments in a reasonable amount of time.
- To help you succeed in this class.

A Note on Academic Honesty: While I encourage the formation of study groups for this class and want you to help each other to succeed, I also expect that each student will do his or her own work. It's great to talk with each other about the course content, but it is not O.K. for you to use your friend’s outline as the basis for your essay. Think and talk with each other; write by yourself. Instances of plagiarism on assignments or take-home essays (presenting the words or ideas of another author as your own - without citation) could also result in a referral to the college’s Dean of Students and your receiving no credit for the class. All you have to do to avoid this is to write your own paper and when you DO use the words or ideas of another author, simply tell where you got that information in a footnote.

**Course Requirements:**
1. Geography Quiz………………………………………………..3%
2. Documents Analysis Paper……………………………………10%
3. Midterm Exams…(2 at 12.5%)………………………………25%
4. Final Exam………………………………………………………15%
5. Class participation, homework, written work……………17%
6. Reading quizzes………………………………………………10%
7. Research Project……………………………………………….20 %
I use a "traditional" grading system and will convert all grades to a 1000-point scale.

90-100%.................A
80-89%....................B
70-79%....................C
60-69%....................D
-59%.....................F

**ATTENDANCE:** Class attendance is required. Lectures contain the majority of information that you will need in order to do well (or, simply survive) in this course. In addition, in-class activities will reveal how you need to approach the vast amount of material in this course and how to prepare yourself for exams. Regardless of reasons, if you have an excessive number of absences (more than three weeks – nine hours) you should expect to be dropped from the class. If you think that you will miss more than a few classes during the semester, then you should consider dropping this class. I count two tardies (after the quiz) or leaving early as one absence. If you decide to drop the class, then you are responsible for dropping it officially.

* If for any reason you are having difficulty with this course, please see me during office hours or drop me a note. I want to make this course a special and enriching experience for you. To do that, I need your help. If there is any situation in your life (now or later in the semester) which may have an impact on your schoolwork, please let me know. I may not be able to help, but I will try to do whatever I can, if only by being more patient. Even if there is nothing dramatic happening in your life right now, you will find it a good idea (in this and all of your college classes) to drop in for an office hour visit early in the semester.

**A note on emails and late work.** Email is a wonderful mechanism for quick questions on class content, to schedule appointments, and general communication. Be sure to review the online syllabus for basic information. However, I encourage you to come to office hours (or make an appointment) if you want detailed feedback on drafts of your writing. I prefer that you not submit written work via email. **Printer problem?** Email your work as an attachment before class (as a down payment), and bring me (or my mailbox) a printed copy of your work later that day.

* Students needing accommodations should contact the instructor ASAP. As required by the Americans with Disabilities Act (ADA), accommodations are provided to insure equal opportunity for students with verified disabilities. If you need assistance with an accommodation, please contact Disabled Student Services, Room 810, 479-6379, or Learning Skills Program, Room 1073, 479-6220.

**Student Requirements**

1. **Geography Quiz. (3% of grade)** To be announced in class. You will have at least two chances to take this quiz.

2. **Documents Analysis Paper. (10% of grade)** You will write one 5-page paper that responds to the “Problem” presented in a chapter at the end of the Reader. Your paper is due at the beginning of class on the day we consider that chapter in class. Check the separate assignment for more details.

3. **Exams (each 12.5% of grade)** will consist of multiple choice, identification and (mostly) essay
questions. You'll get a Study Guide for each exam. Multiple choice questions will come from the readings and lectures, identification terms from the lectures, readings, and films, and the essay questions will ask you to integrate the course material in a critical manner. The essay questions themselves will not be a surprise and some of them will be take-home. The purpose of these essays is to give you the opportunity to organize, clarify, and present your ideas, as well as assist you in learning how to give order and form to those ideas. Short of an act of God, make-up exams will not be allowed. However, in the event that you need to make up a midterm exam, you will need to contact the instructor before the exam, and arrange to take the test before the exams are returned to the class. Note well, make-up exams will be significantly more difficult than the regular exam and you will need to schedule 2 and a half hours to complete it. You will need to BRING A BLUE BOOK (available at the Bookstore) TO EACH EXAM.

4. All of the final exam (15% of grade) will cover material studied since the second midterm. However, there will be one paragraph response question on the final asking you to reflect on the meaning of western civilization.

5. Class Participation. (17% of grade) The in-class grade will be based on written homework, class participation, demonstrated interest and preparation, intelligent contribution, and respect for the contributions made by your classmates. In addition, the grade will reflect your effort on in-class written work and your participation in group activities, mapping assignments, class discussions, and debates. Obviously, missing class can affect this part of your grade.

Text visuals: Everyone will sign up for a brief 1-2 minute presentation on a map or picture from one of the chapters in the McKay text. What you need to do here is talk about what you learn by looking at the map or picture. Draw attention to what’s interesting, surprising, ironic, or noteworthy about the map or picture. Sign-up sheets will go around during the first week. If you miss your day, then you will receive no credit for this assignment.

Extra Credit opportunities will pop up 2-4 times over the semester. The Cabrillo Reads event will definitely be one of them, along with the Cabrillo Social Justice Conference. Participating in these events will not be worth a lot of points, but might be worth 5-25 points on our 1000-point scale.

CLASS PARTICIPATION/HOMEWORK GRADE: I will first look at your “checks” for the five (out of seven to choose from) written homework assignments. Then I’ll consider the grade received on group oral projects. Then I’ll review the various in-class activities (attendance) that you participated in. If you did the five homework assignments and nearly all of the in-class work, earning a check or check-plus on each, then you earn a grade of between 86 and 94%, depending on the consistency and quality of the work. If you actively participated in class discussions, then the grade will be raised higher in the “A” range. If you miss more than one in-class assignment, or failed to turn in a homework assignment, then your base grade will be lowered into regions below that happy “B” place, depending on how many assignments were missed.

- If you miss 5 classes then the highest class participation grade you can earn is a 75%
- If you miss 6+ classes, then you may be dropped and the highest class participation grade you can earn is a 65%

5. Reading Quizzes. (10% of grade) In order to encourage you to read the text and readings on the assigned date, I will be giving about 11-13 reading quizzes at the beginning of the class session. I will
count only your EIGHT HIGHEST quiz grades. For each quiz there will be six or more objective questions that are designed to test your reading comprehension. The questions are not easy, but if you have read (not skimmed) the material, you should do well. Be sure to read all of the “extras” contained in the chapter. If you answer 4, 5, or 6 of the six questions correctly, then you'll receive full credit for the quiz.

The quiz scores will be recorded on a 1-5 point scale:
1 - your name
2 - name and one question correct
3 - name and two questions correct
4 - name and three questions correct
5 - name and 4+ questions correct

When I add up your eight highest scores, I will convert the total to 100-point percentage scale:

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<th>Point Total</th>
<th>Recorded Quiz Grade</th>
<th>Point Total</th>
<th>Recorded Quiz Grade</th>
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Point totals will translate to the proportional percentage. So, if you get 3 correct on all of your quizzes (Plus one point for your name), you'll end up with 32 points, an 85% grade on quizzes. If you have at least 40 points on the quizzes, then you will receive FIVE BONUS POINTS on the final.

6. Research Project. (20% of grade) Everyone will write a 7-10 page research paper on a topic of your choice in Western history. Detailed instructions on this assignment will be forthcoming soon.

During the last month of class, you will share the findings of your research in a brief 3-minute oral report. You are encouraged to submit your paper for presentation at the Community College Honors Research Symposium in Berkeley on May 3, 2014.

I will ask you to sign up for a special office hour visit to discuss your topic and paper. It’s a good idea to bring some of your books, a tentative thesis, and a rough outline to this meeting. Your paper will be graded on the quality of your argument, the depth of your research and support, and your clarity of expression. You will receive a detailed handout in the next few weeks giving you LOTS more information about how to go about researching and writing this paper. Late submission of the paper or missing the class discussion will lower your grade considerably.

DUE DATES:
March 23. One-page topic description/research update
March 23 – April 21. Individual conference to discuss your research paper
April 27. Final Paper Due.
A Few Thoughts about the Course

This is the fifth time this Honors course has been offered at Cabrillo. I applaud and very much appreciate your interest in the subject and your willingness to create this learning community with me. The Honors section of Hist 4B is distinguished from the “regular” section in the following ways:

- The Honors section requires about nine hours of homework per week; the regular section about six hours
- The Honors section has a slightly lower enrollment limit
- The Honors section requires a longer research paper/project
- The Honors section expects more classroom participation and office hour visits from students
- The Honors section requires participating in a field trip to San Francisco

Most students entering a college history course are rightfully concerned about dealing with the enormous quantity of material they will encounter, especially the learning of names and dates. The most important component of your grade will depend on your ability to synthesize and critically evaluate the major themes and ideas that we will be studying. To do that, however, you need to have a solid grasp of the "facts" of history. Knowing the key historical actors, having a sense of chronological order (in order to explain cause and effect), and recognizing the connections between social, economic, and political forces are all important in doing well in the course. In general, if you read the text on time, participate in class discussions, and take good lecture notes, you should have a pretty good idea of the kinds of material you ought to know.

To be successful at Cabrillo College, I encourage you to:

- Figure out your goal(s) for attending college
- Prioritize the hours required to be successful in your classes
- Create and update your education plan, using WebAdvisor and counselors
- Talk with instructors, counselors, and your peers about your transfer plans
- Decide on your top 2-5 possible transfer colleges. Using “assist.org” find out the entrance requirements and courses you need to take at Cabrillo to transfer into your intended major
- Make a Transfer Admission Agreement with your future university, if possible
- Recognize that education is a lifelong goal – that the rewards of a good liberal arts education are often personal, ethical, and societal, not always financial

To be successful in this course I encourage you to:

- Take good class/lecture notes and go over them after every lecture
- Use online notes for backup
- **Skim the reading first; read with a pen in hand; come prepared with questions**
- Come to office hours to discuss course material and writing assignments
- Read a newspaper or news website every day
- Use the text’s website: http://bcs.bedfordstmartins.com/mckaywest11e/
- Form study groups, or work with a study buddy
- Use the services of Cabrillo's Writing Center, Reading Center, Tutorial Center, Vets’ Center, etc.
- Use the help of the Cabrillo Library and librarians in finding source material
- Feel free to supplement the required material with outside research. The Cabrillo Library has a number of video series that you might want to view, including *Civilisation, Art of the Western World, Connections, The Day the Universe Changed, Sister Wendy’s Story of Painting, The Great War, The World at War, Cold War*, and *People’s Century.*
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<th>Date</th>
<th>Topic/Activity</th>
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<tr>
<td>1/25</td>
<td>Introduction, Opener</td>
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<td>1/27</td>
<td>Background, The West</td>
<td>M, Intro (xxxvii-xlviii), Ch. 15 (pp. 462-469). “What is the West?” Article on Canvas; Written HW #1</td>
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<td><em>The Ancien Regime</em></td>
<td>Ch. 15 (pp. 469-501)</td>
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<td><strong>Written HW #2</strong></td>
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<td>Constitutionalism</td>
<td>M, Ch. 16</td>
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<td>2/8</td>
<td>The Scientific Revolution</td>
<td>R, pp. 1-17</td>
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<td><strong>Written HW #3</strong></td>
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<td>2/10</td>
<td>The Enlightenment</td>
<td>M, Ch. 17; <strong>Written HW #4</strong></td>
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<td>2/17</td>
<td>18(^{th}) Century Society</td>
<td>M, Ch. 18; <strong>Written HW #5</strong></td>
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<td>2/22</td>
<td>French Revolution</td>
<td>M, Ch. 19; <em>R</em>, 133-146</td>
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<td><strong>Documents Analysis Paper</strong></td>
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<td>2/24</td>
<td>Library Lesson</td>
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<td>2/26</td>
<td>Field Trip to SF Legion of Honor</td>
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<td>Napoleon</td>
<td><strong>Geography Quiz</strong></td>
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<td><strong>First Midterm</strong></td>
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<td>3/9</td>
<td>The Industrial Revolution</td>
<td>M, Ch. 20; R, 17-25</td>
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<td>3/14</td>
<td>Capital and Labor</td>
<td>M, Ch. 21</td>
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<td>3/16</td>
<td>The “isms”</td>
<td>R, pp. 26-51; <strong>Written HW #6</strong></td>
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<tr>
<td>3/21</td>
<td>Urbanism, The Victorian Lady</td>
<td>M, Ch. 22; R. 51-59</td>
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3/23 National Unification M, Ch. 23
Week of 3/28 Spring Break
4/4 The Expansion of the West M, Ch. 24
           R, 60-76; Written HW #7
4/6 Imperialism
4/11 Second Midterm
4/13 World War One M, Ch. 25; R, 77-90
4/18 Russian Revolution M, Ch. 26; R, 90-97
4/20 The Age of Anxiety M, Ch. 27; R, 147-162
                      Documents Analysis Paper
4/25 Totalitarianism M, Ch. 28
4/27 World War Two Research Paper Final Draft
5/2 The Cold War M, Ch. 29; R, 98-115
5/4 The Recent Past M, Ch. 30; R, 116-132
5/9 The European Social Model Written HW #8
Group Reports
5/1 Contemporary Challenges
Group Reports
5/18 Weds. Final Exam (10am – 1pm)

The key to success in this class is to keep up with the reading assignments and to come to class with an open and curious mindset. If you do, I hope that you will enjoy the class as much as I. You will succeed if you can do these three things:
1. Attend every class and participate actively.
2. Read the text with care and effort when it is assigned.
3. Write and think clearly and analytically.
Reader Documents Analysis Papers

These papers will give you a chance to practice the craft of an historian. You will BUILD YOUR PAPER from the numbered primary source documents contained in your Reader chapter and analyze them in a 5-page response. For these papers you want to concentrate on SMOOTHLY integrating quoted material into your analysis and insights about the particular parts of the documents that you find most interesting.

The paper will be a typed, double-spaced paper of no more than five pages in length, regular font. These papers are due on the day that we consider that chapter in class. Focus on whatever aspect of these questions that allows you to write a thoughtful and insightful paper, using the numbered documents as your evidence (not the introduction to the documents). Late work (and missing the discussion) will be graded down significantly.

The paper scores will be recorded on a 50-point scale:
45-50 – Insightful, historically nuanced, quotes multiple sources from the numbered documents, smooth integration of quotes into analysis, well written.
40-44 – Thoughtful, quotes multiple sources, solid integration of quotes, clearly written.
35-39 – Accurate, quotes multiple sources, basic use of quotes, lack of clarity in the writing.
30-34 – Mostly accurate, uses multiple sources, but quotes not used smoothly or logically, some writing problems.
1-29 – Contains historical inaccuracies, uses only one source, many writing problems.

Here are brief versions of the Problems presented in the Reader chapters:
Due Feb. 22 – pp. 133-146 - Why were the people of Paris angry in mid-1789? How were they mobilized for action? Who made up the crowd that stormed the Bastille?
Due April 20 – pp. 147-152 - How did the Nazis appeal to German voters? How did the Nazis use the media to aid their rise to power?

To write the Documents-based papers (#5 and 7 below are most important):

1. Review the parts of the McKay that give background information for your topic. Then go to the Reader and carefully read the "Problem" section of the chapter that you will investigate. Your specific “marching orders” are usually in the last paragraph of this section. Your paper must address at least a portion of the problem as it is presented in this introduction.

2. Carefully review the "Sources and Methods" section of the chapter. You will want to refer to this often while you're reading the documents. Look at the "Questions to Consider" section as well.

3. Read the documents. You'll want to try to determine the document's usefulness and the reliability of the author. Look at the "Sources" descriptions as you examine each document and determine the author's credibility. Who wrote it? Why was it written? What was the intended audience? When and where was it written?

4. Read the "Epilogue" and begin to brainstorm what you found interesting or noteworthy in the documents. Any surprises? Anything ironic? Look for connections between and among the documents.

5. Gather quotes and evidence from the documents. Use lots of different documents but try to keep the quotes brief. These quotes will be the building blocks of your essay. In parentheses after the quote identify the page of the Reader where the quote appears. You may choose to employ footnotes instead of parenthetical notes. (See the end of this assignment.) You are encouraged to supplement your numbered Reader documents with quotes from other primary source material in the Course Reader and text.

6. You do not need to do outside research for this assignment, but it certainly would not hurt your grade. If you do use outside sources, list the bibliographic information (author, title, publisher, place, date) at the end of the
paper. Be sure to cite your source whenever you use the words or ideas expressed in it. You may use footnotes or cite the author and page number in parentheses in the text of your paper. (author, page)

7. Write your paper (keeping the chapter problem in mind) based upon whatever aspect of the documents that lets you make the most insightful, intelligent, and thoughtful paper that you can produce. IT WILL PROBABLY BE NARROWED A BIT FROM THE BROADER "PROBLEM" PRESENTED IN THE CHAPTER. That is fine. Shape your paper around the insights you have in your analysis of the documents. Do not simply summarize the content of the documents; you should organize around your insights, not necessarily the order that the documents appear in the book.

8. Smoothly integrate your quotes into the flow of your analysis. Before offering a quote, introduce it by saying something like, "As Marx observed," and be sure to follow the quote with a statement from you that explains what you are demonstrating with the quote. The sentence following a quotation might start with: "This suggests…” or "This indicates…”

9. Remember to proofread carefully. Be sure that it/it's are used correctly and that there are no run-on sentences or sentence fragments. Make sure the style is appropriate for college writing and that it does not use colloquial language. ("Stuff", "duh", "whatever", and offensive words are examples of colloquial language.)

If you write a clear paper that uses the documents effectively, then you'll get a good grade. If the paper has these qualities and an interesting or insightful POINT to make about the problem/documents, then it will get an even better grade.

As you write these papers, remember to:
- Be aware of the “problem” as it is presented in the chapter introduction
- Use quotes from the document as the basis of your analysis and smoothly integrate them into your analysis
- Introduce quotes using the name of the author, if possible, not “Document 3 says…”
- Develop a thesis that lets you create the most thoughtful paper that you can
- Arrange the order of your quotes/documents to best support YOUR argument

Some tips on citing your sources:

If you use outside sources (beyond McKay and the Reader), list all of the sources used in your research at the end of the paper. Include author, title, place, publisher, and date of publication. Alphabetize your sources by the author’s last name.

Be sure to recognize where you got any quotes or information that is not common knowledge (or easily found in a text or encyclopedia) by citing that source. You may do so either right after the quote/idea within that paragraph, or at the end of the paragraph. If you lump all of one paragraph’s citations into one footnote at the end of the paragraph, be sure to list them in the order that they appear in the paragraph.

There are two commonly accepted methods for citing sources in history papers:

1. The parenthetical method simply involves putting the source information in parentheses after you use the quote/idea from that source. Give the author’s last name (or one word title) and the page number. (Reader, 236) If you have more than one source from that author, identify which source you’re using with a one-word indication of that source. (Tuchman, Calamitous, 236)

2. Or you may choose to put the source information in a footnote at the bottom of the page. The citation information is the same, but this allows you to not only identify sources, but also engage in an academic
conversation with your reader regarding material that is not necessary for your paper’s analysis. ALMOST ALL WORD PROCESSING PROGRAMS HAVE A VERY SIMPLE FOOTNOTE FUNCTION. In Microsoft Word it’s just a matter of clicking on “References” and “Insert Footnote”, and you’re good to go. The program will number the footnotes automatically and format them to appear at the bottom of the page. Just type in the citation information when the number appears (1. Reader, 236) and go back to the text when you’re finished.\textsuperscript{1} I think it’s a bit cleaner and more flexible than the parentheses style.

Either format is fine. Just be consistent and accurate. If you have any questions, don’t hesitate to come by office hours.

\section*{Written Homework Assignments.}

All are due at the beginning of class on the due date and will be graded on a check, check-plus, and check-minus basis. The first assignment is not one of the assignments that you may choose to skip. You must complete this before attending your second class.

For Assignments #2-8, you will receive full credit for homework if you only do \textbf{five of these seven assignments}. Everyone gets two chances to blow off written homework! However, no late work will be accepted. Email submissions are acceptable if sent to me on time and you deliver a paper copy to me. Handouts will also be available on the course website. More information will be provided on #3-8 as the semester unfolds.

1. Due Jan. 27 - Syllabus Response Worksheet. Distributed in class. This needs to be completed and submitted before you attend your second class session. This one will not be returned.

2. Feb. 1 – Political and Topographical Maps of Europe. Using the map on the first unnumbered page of the McKay text, fill out the maps distributed in class following the instructions on each map. For the political map (countries and cities) use codes and abbreviations where needed. I expect you to spend no more than twenty minutes each for the maps.


5. Feb. 17 – Questions on 18\textsuperscript{th} century life and society based on McKay readings. Details to follow.


\textsuperscript{1} See how clean and cool!


Note Well – Exam study guides, the Documents Analysis Paper, and the Research project all have (or will have) separate descriptions on the course website.