A. Mission Statement:
Civilization courses are designed to explore in some depth the complex dimensions of our world and the cumulative experience of the past, to provide an understanding of how yesterday, influences today, and the outlook for tomorrow. We study the major developments of Western peoples until the 20th century because most of the problems and institutions of contemporary society have distinguishable roots in the historical past. Further, the physical and material expansion of the West and its interaction with non-western cultures have both transformed the meaning of “western” and made “westernization and its discontents” a global phenomenon. We offer this course as part of your general education requirements because it is important for educated citizens to be familiar with the main stages of Western Civilization and recognize it as an expanding force which produced important forms of political, social, and economic
organization. You should understand that most of the structures within which we order our lives are products of this evolution. How we understand and experience the past does much to make us who we are.

Further, whatever your major or career goals may be, throughout your lives you will be inundated with information, opinion, and interpretations about events which you should be able to evaluate critically. Answering questions and solving problems by critical analysis -- not just memorization of data -- is a basic goal of education. Information is just the raw material in this process and, though rational analysis must be based on factual data, memorizing tidbits of information is not an end in itself. Our real goal is to develop concepts which give order and meaning to the raw material of our recorded past. Doing this requires comprehension beyond minimal factual details of past events. Major emphasis will be on the interpretation of patterns, themes, and concepts against which the factual data must be understood.

We hope that upon successful completion of this course you will have improved your understanding of world civilizations and become a more perceptive judge of the data, opinions, interpretations and explanations continuously offered to you.

B. Objectives for the student:

1. To be familiar with the main stages of civilization as a series of expanding forces that has produced important forms of political, social, economic and cultural organization which have shaped the modern world.
2. To identify major events, persons and ideas that contributed to the development of Western (including American) and non-Western attitudes and institutions.
3. To develop concepts which give meaning and order to the raw material of the recorded past.
4. To identify and analyze significant problems and situations as they relate to the continuing issues of contemporary life.

C. Goals for the student:

1. To improve understanding of the major events which have influenced the modern world.
2. To be an intelligent consumer and evaluator of information about world events.
3. To develop a global perspective which recognizes the political, economic and cultural interdependence of all nations.
4. To understand the influence of the past on contemporary events and problems or, in other words, to develop Historical Mindedness.
5. We will gain knowledge and understanding of the histories that have shaped modern “western civilization.”
6. We will acquaint ourselves with a variety of cultural beliefs and opinions considered from the perspective of a broader global context.
7. We will develop an appreciation for the complexity of historical knowledge and the inherently contentious ways to interpret history.

D. General Learning Outcomes for the student:

In addition to the more content-related objectives described above, this course has some general liberal-learning goals of developing academic skills. It is expected that successful completion of this course will help you improve your ability:
1. To manage information, which involves sorting data, ranking data for significance, synthesizing facts, concepts and principles.
2. To understand and use organizing principles or key concepts against which miscellaneous data can be evaluated.
3. To differentiate between facts, opinions and inferences.
4. To frame questions so as to more clearly clarify a problem topic or issue.
5. To compare and contrast the relative merits of opposing arguments and interpretations, moving between the main points of each position.
6. To organize your thoughts and communicate them clearly and concisely in written form.
7. To obtain practice in selecting and presenting information and arguments within a restricted environment, especially the limitations of time in exams.

**Our Responsibilities:**
We are all responsible for the success of this course.

It is **my responsibility** to guide you in learning the objectives of the course, to give clear presentations and encourage your participation, to explain assignments and grade them appropriately, to return assignments in a timely fashion and to make myself available to you.

It is **your responsibility** to read the material, reflect on it, and be prepared to ask critical questions. Being familiar with the class policies and schedule, reading, doing the homework, actively taking notes, and listening to the ideas of others are your contributions to the success of this class.

**Syllabus:**
In order to adapt to our classroom’s needs and schedule, this syllabus will remain subject to change. Assignments may be changed, added, or deleted over the course of the semester. I will always let you know when I make changes to the syllabus.

**A Couple of Notes about our Classroom Environment:**
Please arrive on time and conduct yourself in the classroom as you would in any professional environment. If you use a laptop to take notes, please stay on task and only takes notes. Please do not text message during class, and finally, make sure the ringers on your phones are off.

There are no bad questions. Always ask if you have a question. If you are not comfortable asking in class, you may always ask me after class or during office hours. Or you may email me questions.

We must respect each other and our differences while in the classroom. This class is an open forum, a place where every member of the class has the opportunity and should feel comfortable raising questions, voicing opinions, and engaging in debate. Disrespect will not be tolerated. You are encouraged to voice your disagreement with my interpretations or with the views of your classmates as long as you do so in a scholarly, respectful and informed fashion.
Policies:

**Attendance and Participation:** Attendance is mandatory. Please arrive to class on time out of respect for your classmates and myself. If you arrive more than 10 minutes late, you will be marked absent. Excused absences fall into the category of severe illness, family emergency, or official school events that conflict with our meeting time. Most other absences will be considered unexcused, except in special circumstances. If you know you will have to miss a class, be sure to speak with me.

**Educational Services:** If at any point in the semester you feel you need extra help, more explanation, etc., do not hesitate to ask me. There are many great resources on campus, too, that can help. The Academic Skills Center and the Writing Center are at your disposal.

For students with diagnosed learning disabilities, please be sure to check in with Disabilities Services. They can help you establish “appropriate plans to meet your educational needs” here at King’s College. The Center is located on the lobby floor of Mulligan.

**Late Assignments:** In general, late work will only be accepted in cases of illness and then only if supported by a note from the student health services or a physician. But please consult with me if you should be sick, have a car accident, family emergency, etc. Unexcused late papers and exams will lose 1/3 of a letter grade for each day they are late. An “A” paper due at 8:00 on Monday that is turned in after discussion but by 5:00 PM Monday would receive a grade of “A-”. The same paper turned in Tuesday would receive a “B+”. Turning the paper in on Wednesday would lower the grade to a “B,” etc.

**Academic Honesty and Integrity:** Please read and understand the college’s Student Conduct Code. Within this code is contained the college’s and therefore this class’s policies on cheating and plagiarism.

http://www.kings.edu/student_handbook/studentregulations_rights/conductcode.htm

Further explanation of cheating and plagiarism can be found here: www.kings.edu/history/honesty.html and here: Help stop Plagiarism!

**Wikipedia:** Don’t use it. It has been shown, time and again, that Wikipedia is a seriously flawed, often incorrect online resource. I encourage you to use real encyclopedias and other reference materials in the place of Wikipedia. Wikipedia should never be used as a source for any of your assignments.

**Communication:** If you find yourself in need of assistance, clarification, or general dialogue about the course please visit me during my office hours. My office is Hafey-Marian 312. If I am not available in my office, email me at nicolemares@kings.edu. Note, however, that I may not be able to respond to your email immediately, so do not procrastinate when it comes to getting in contact with me. You should not expect email responses after 9PM, so make sure you are clear on the parameters of assignments well in advance of the due dates.

Facebook: I can’t be your friend while you are a student at King’s. Please don’t take offense, it is a personal policy.
**Assessment:**

**Grade Calculation:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
<td>(87%-89%)</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<td>D</td>
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<td>D-</td>
<td>(60%-62%)</td>
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<tr>
<td>F</td>
<td>(59% or below)</td>
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</table>

**Letter Grades -**

A: **Exemplary** = 90 – 100% of total points. A represents exemplary work or performance that could be a model for others.

B: **Meritorious** = 80 – 89% of total points. B represents meritorious work that meets and exceeds requirements and shows depth and originality.

C: **Satisfactory** = 70 – 79% of total points. C represents satisfactory work that meets all requirements and demonstrates the ability to do college level work.

D: **Marginal** = 60 – 69% of total points. D represents marginal work that either lacks competence or fails to meet all requirements of the assignment.

F: **Failing** = 59 and below of total points. F represents failing work that falls significantly short of requirements or basic competency.

**Grades will be determined by the following:**

Participation—10%

Quizzes—10%

Short Papers—10%

Exams—30%

Longer Essay—20%

Final—20%

**Participation:** Active, substantive participation is 10% of your overall grade; if you are not in class, you cannot earn any participation points for that day. After three unexcused absences your participation grade will be reduced by one percent for each unexcused absence. Furthermore, if you are not present to hand in your short paper assignments, your assignment will not be graded for points, reducing that portion of your overall grade.

**All Assignments:** I must receive hard copies of all assignments. Do not email me the assignment if you cannot come to class. Please submit a paper copy to my office or to my mailbox in the history department office, and ONLY do this if you have pre-arranged it with me. Specific assignments and requirements will be distributed to the class well before the due date.

**Quizzes:** There will be five quizzes over the course of this class. Some quizzes will consist of multiple-choice options, some will ask you to identify countries on a map, while others will ask you to read a short primary text and answer questions about the reading. The quizzes will be administered at the beginning of class on the dates noted in the syllabus.
Quiz Schedule:
9 September
18 September
12 October
26 October
11 December

Short Assignments: Over the course of the class students will be writing (2 pp.), original, analytical papers focusing on course themes and primary documents. The goal of these assignments is for you to take on the mantle of the historian. You should use evidence from the primary sources to support an argument you are making in response to the question posed. Questions for these papers will be distributed Wednesday in class, and the responses will be due in class on the following Monday. There will be a total of five short assignments.

Microtheme Due Dates:
14 September
5 October
19 October
9 November
7 December

Exams: This course will have two midterm exams and a final. Exams are to be taken on the dates indicated on the syllabus. If you believe you must miss an exam, you must see the instructor in advance regarding a re-take. If you miss an exam without having previously spoken with me, you must talk with me as soon as possible after the exam date. Re-takes will only be allowed under extreme circumstances and with evidence of the reason the exam was missed (e.g., Health Center receipt).

Exam Schedule:
28 September
30 October
Final Exam

Longer Essay: Later in the semester you will be assigned a 5-7 page essay on a topic surrounding the topic of overseas exploration in the fifteenth and sixteenth centuries. You will be asked to use not only primary sources I have assigned to you, but also to find some additional primary texts. I will ask you to use the sources you’ve compiled to form an argument (thesis) about the legacy of colonial expansion for Western civilization. You will turn in a bibliography of your sources with short descriptions of each text you are using. After that, I will ask for a detailed outline of your paper that includes your proposed thesis statement. A full description of the paper topic will be distributed in class as we near the assigned lecture day.

Long Essay Schedule:
Bibliography Due: 6 November
Outline Due: 13 November
Essay Due: 23 November
Class Discussion & Reading Schedule

Week 1:
Mon, 31 August
Course Introductions

Wed, 2 September
What do historians really do?
Pavlac, Ch 1 (1-12)
Reading Primary Sources (handout)
How to Read a Primary Source
http://www.bowdoin.edu/writing-guides/primaries.htm

Fri, 4 September
What are the origins of Western civilization as we know it?
Pavlac, Ch 2.1 & 2.2 (13-21)
Hunting and Warfare
http://web.archive.org/web/20030815094018/campus.northpark.edu/history/classes/Sources/HuntWar.html
The Caves at Chauvet, read the entire section “Time and Space”
http://www.culture.gouv.fr/culture/arcnat/chauvet/en/

Week 2:
Mon, 7 September
No Class—Labor Day

Wed, 9 September
**Quiz 1: Map Quiz**
What are the challenges of civilization?
Pavlac, Ch 2.3 (22-27)

Fri, 11 September
How did the fertile crescent give rise to empires?
Pavlac, Ch 2.4, 3 (28-39)
Epic of Gilgamesh, “The Flood”
Book of Genesis 6:5-9:17
Code of Hammurabi
http://eawc.evansville.edu/anthology/hammurabi.htm
Book of Exodus, Chapter 20
http://www.biblegateway.com/passage/?search=Exodus+20&version=NIV
Week 3:

**Mon, 14 September**

**Short Assignment #1 Due**
What were the key political legacies of the Greek city-states?
Pavlac, Ch 4.1-4.3 (40-53)
Thucydides, The Fueral Oration of Pericles
http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.html

**Wed, 16 September**
What were the cultural legacies of the Greek city-states?
Pavlac, Ch 4.4 (53-58)
Plato, The Apology of Socrates
http://eawc.evansville.edu/anthology/apology.htm

**Fri, 18 September**

**Quiz #2**
How did Rome develop into a powerful empire?
Pavlac, Ch 5 (59-72)
The Twelve Tables
http://www.fordham.edu/halsall/ancient/12tables.html
Cicero, from On the Republic
http://www.fordham.edu/halsall/ancient/cicero-republic1.html
Suetonius, The Life of Augustus, Sections 27-43
http://www.fordham.edu/halsall/ancient/suetonius-augustus.html

Week 4:

**Mon, 21 September**
What was the impact of emerging Christianity in the Roman world?
Pavlac, Ch 6.1-6.2 (73-81)
Christian Beginnings
http://www.csun.edu/~hcfll004/xtians.html
Perpetua’s Diary in Prison

**Wed, 23 September**
What were the origins and consequences of the split in the Roman Empire?
Pavlac, Ch 6.3 (81-86)
Ammianus Marcellinus: History, XIV.16
Procopius of Caesarea, Alaric’s Sack of Rome, 410 CE
http://www.fordham.edu/halsall/ancient/410alaric.html
Sozomen, Constantine Founds Constantinople, 324 CE
http://www.fordham.edu/halsall/ancient/sozomen-constantinople1.html

**Fri, 25 September**
Exam Review. Mandatory Attendance. Bring your readings and notes to class.
Week 5:

Mon, 28 September
**Midterm 1**

Wed, 30 September
Library Research Methods class. Mandatory attendance.

Fri, 2 October
What were the unifying characteristics of the new states developing in the former western empire? What is happening in the East?
Pavlac, Ch 7.1 (87-95)
Conversion of Clovis
http://www.fordham.edu/halsall/source/496clovis.html
http://www.fordham.edu/halsall/source/gregory-clovisconv.html
Ibn Ishaq, Selections from the Life of Muhammad
http://www.fordham.edu/halsall/source/muhammadi-sira.html

Week 6:

Mon, 5 October
**Short Assignment #2 Due**
What made Charlemagne a powerful leader?
Pavlac, Ch 7.2 (96-100)
Einhard, Life of Charlemagne, extracts
http://www.fordham.edu/halsall/source/einhard1.html
Notker the Stammerer, Life of Charlemagne, Book 1 only
http://www.fordham.edu/halsall/basis/stgall-charlemagne.html

Wed, 7 October
What institutions contributed to growth and development in medieval Europe?
Pavlac, Ch 7.3 (101-104)
Fiefs and Jurisdiction
http://www.fordham.edu/halsall/source/feud-fief2.html
Charter of Homage and Fealty
http://www.fordham.edu/halsall/source/atton1.html
Aethelred Unraedy, The Laws of London, 978
http://www.fordham.edu/halsall/source/978ethelred-londonlaws.html

Fri, 9 October
How did political centralization impact medieval Europe?
Pavlac, Ch 7.4 (104-110)
William of Malmesbury, The Battle of Hastings, 1066
http://www.fordham.edu/halsall/source/1066malmesbury.html
King John, Fees for the Use of the Great Seal
http://www.fordham.edu/halsall/source/1199Johnfees.html
Magna Carta
http://www.fordham.edu/halsall/source/mcarta.html
Week 7:

Mon, 12 October

**Quiz #3**

What were sources of comfort versus what were sources of fear for people in the medieval era?
Pavlac, Ch 7.5-7.7 (110-130)
Procopius, The Plague, 542
http://www.fordham.edu/halsall/source/542procopius-plague.html
Giovanni Boccaccio, The Decameron, “Introduction”
http://www.fordham.edu/halsall/source/boccacio2.html
The Black Death and the Jews
http://www.fordham.edu/halsall/jewish/1348-jewsblackdeath.html

Wed, 14 October

What was the political impact of the plague?
Pavlac, Ch 8.1 (130-137)
Philippe De Commynes, Portrait of Louis XI
http://www.fordham.edu/halsall/source/commynes1.html
The Trial of Joan of Arc, 1431
http://www.fordham.edu/halsall/source/1431joantrial.html

Fri, 16 October

No Class—Fall Break

Week 8:

Mon, 19 October

**Short Assignment #3 Due**

What were the key cultural features of the Renaissance?
Pavlac, Ch 8.2 (137-142)
Petrarch, Letters
http://www.fordham.edu/halsall/source/petrarch1.html
Niccolo Machiavelli The Prince, excerpts
http://www.fordham.edu/halsall/source/prince-excerp.html

Wed, 21 October

How did the Reformation lead to political polarization in Europe?
Pavlac, Ch 8.3-8.4 (142-154)
Martin Luther, Letter to the Archbishop of Mainz, 1517
http://www.fordham.edu/halsall/source/lutherltr-indulgences.html
Luther Against the Peasants
http://www.historyguide.org/earlymod/peasants1525.html
Ignatius Loyola, Spiritual Exercises
http://www.fordham.edu/halsall/source/loyola-spirex.html

Fri, 23 October

No Class Meeting. Use this class session to go to the library and research your paper. Monday, turn in a one-page description of one book you looked at for your essay.
Week 9:

Mon, 26 October

**Quiz #4**

How did increased emphasis on religion contribute to Western expansion overseas?
Pavlac, Ch 8.5 (154-163)
Christopher Columbus, extracts from journal
http://www.fordham.edu/halsall/source/columbus1.html
Amerigo Vespucci, Account of His First Voyage, 1497
http://www.fordham.edu/halsall/mod/1497vespucci-americ.html
Hernan Cortes, Second Letter to the Emperor Charles V, 1520
http://www.fordham.edu/halsall/mod/1520cortes.html

Wed, 28 October

Review Session

Fri, 30 October

**Midterm 2**

Week 10:

Mon, 2 November

How did the Scientific Revolution alter how people viewed their world?
Pavlac, Ch 9.1 (164-169)
Nicolas Copernicus, The Revolutions of the Heavenly Bodies, 1543 excerpt
http://www.fordham.edu/halsall/mod/1543copernicus2.html
The Crime of Galileo: Indictment and Abjuration of 1633
http://www.fordham.edu/halsall/mod/1630galileo.html

Wed, 4 November

How did the Enlightenment philosophes seek to alter the human experience?
Pavlac, Ch 9.2 (169-173)
Jean Jacques Rousseau, A Dissertation on the Origin and Foundation of the Inequality of Mankind
http://www.fordham.edu/halsall/mod/rousseau-inequality1-2.html
Adam Smith, On the Wealth of Nations, 1776 excerpts
http://www.fordham.edu/halsall/mod/adamsmith-summary.html

Fri, 6 November

**Essay Bibliography Due**

How did models of leadership change after the Enlightenment?
Pavlac, Ch 9.3-9.4 (174-188)
Thomas Hobbes, Leviathan, chapters 13 and 14
Frederick II, Political Testament
http://www.thenagain.info/Classes/Sources/Frederick the Great.html
Luise Gottsched, Description of the Empress Maria Theresa
http://www.fordham.edu/halsall/mod/1749gottschen-mariatheresa.html
Week 11:

Mon, 9 November

**Short Assignment #4 Due**

How did the revolutionaries in France execute political changes?
Pavlac, Ch 9.5
Marie Antoinette, Letter to her Mother
http://www.fordham.edu/halsall/mod/1773marieantonette.html
Abbe Sieyes, What is the Third Estate?
http://www.fordham.edu/halsall/mod/sieyes.html
National Assembly, The Declaration of the Rights of Man
http://avalon.law.yale.edu/18th_century/rightsof.asp

Wed, 11 November

How did subsequent phases of the French Revolution impact Western society?
Pavlac, Ch 9.6
Maximilien Robespierre, The Cult of the Supreme Being
http://www.fordham.edu/halsall/mod/robespierre-supreme.html
Maximilien Robespierre, On the Principles of Political Morality
http://www.fordham.edu/halsall/mod/1794robespierre.html
Maximilien Robespierre, Justification of the Use of Terror
http://www.fordham.edu/halsall/mod/robespierre-terror.html
The Napoleonic Code
http://www.historyguide.org/intellect/code_nap.html

Fri, 13 November

**Essay Sentence Outline Due**

What were key characteristics of the Industrial Revolution?
Pavlac, Ch 10.1-10.2 (198-208)
Factory Rules in Berlin
http://websupport1.citytech.cuny.edu/Faculty/pcatapano/workrules.html
Thomas Malthus, An Essay on the Principle of Population (Read Preface and Chapter 5)
http://www.edstephan.org/malthus/malthus.0.html
Robert Owen, Observations on the Effect of the Manufacturing System
http://orion.it.luc.edu/%7Esjones1/owen.htm

Week 12:

Mon, 16 November

How did competing ideologies offer alternatives in the nineteenth century?
Pavlac, Ch 10.3 (208-214)
Charles Fourier, Theory of Social Organization, 1820
http://www.fordham.edu/halsall/mod/1820fourier.html
Prince Peter Kropotkin, Anarchism: Its Philosophy and Ideal, 1896
http://www.fordham.edu/halsall/mod/1896kropotkin.html
John Stuart Mill, Utilitarianism excerpt
http://www.utilitarianism.com/mill1.htm
Mon, 16 November, continued . . .
Heinrich von Treitschke, Politics
http://www.cooper.edu/humanities/core/hss3/h_vontreitschke.html
Ernest Renan What is a Nation?
http://www.nationalismproject.org/what/renan.htm

Wed, 18 November
How did socialists address problems “manufactured” by the Industrial Revolution?
Pavlac, Ch 10.4 (214-221)
Karl Marx and Friedrich Engels, The Communist Manifesto excerpts
Karl Marx, Scientific Socialism, 1844-1875, excerpts
http://www.fordham.edu/halsall/mod/marx-summary.html

Fri, 20 November
How did naturalistic science generate new and unsettling knowledge in the nineteenth century?
Pavlac, Ch 10.5 (221-227)
Charles Darwin, The Origin of Species, excerpts
Charles Darwin, The Descent of Man, excerpts
http://www.fordham.edu/halsall/mod/1871darwin.html
Herbert Spencer, Progress: Its Law and Cause
http://www.fordham.edu/halsall/mod/spencer-darwin.html
Sigmund Freud, Civilization and Die Weltanschauung, 1918
http://www.fordham.edu/halsall/mod/1918freud-civwelt.html

Week 13:
Mon, 23 November
**Long Essay Due in Class**

Wed, 25 November
No Class—Happy Thanksgiving

Fri, 27 November
No Class—Happy Thanksgiving
Week 14:

Mon, 30 November

**What were motivations and benefits for European expansion into Asia and Africa?**

Pavlac, Ch 11.1 (229-237)

John Stuart Mill, On Colonies and Colonization, 1848
http://www.fordham.edu/halsall/mod/1849jsmill-colonies.html

British Missionary Letters: Urging the Annexation of the South Sea Islands, 1883
http://www.fordham.edu/halsall/mod/1883hebrides.html

Kaister Wilhelm II and German Interests in China
http://h-net.org/~german/gtext/kaiserreich/china.html

Wed, 2 December

**What led the United States to emerge as an important cultural and political power in the Western world?**

Pavlac, Ch 11.2 (237-242)

The Platt Amendment, 1901
http://www.fordham.edu/halsall/mod/1901platt.html

http://www.fordham.edu/halsall/mod/1906bullard.html

Francisco Garcia Calderon, Imperialism of Decadence, 1913
http://www.fordham.edu/halsall/mod/1913calderon.html

Fri, 4 December

**What role did nationalism play at the close of the nineteenth century in the West?**

Pavlac, Ch 11.3 (242-249)

Joseph Mazzini, On the Duties of Man, “Duties Towards Your Country”
http://history.hanover.edu/texts/mazzini/mazzini5.htm

Ernst Moritz Arndt, The German Fatherland, 1813
http://www.fordham.edu/halsall/mod/arndt-vaterland.html

Max Schneckenburger, The Watch on the Rhine, 1870
http://www.fordham.edu/halsall/mod/1870wachtrhein.html

Week 15:

Mon, 7 December

**Short Assignment #5 Due**

**How did nationalism contribute to the decline of the Ottoman Empire?**

Pavlac, Ch 11.4 (250-255)

The Young Turks, Proclamation for the Ottoman Empire, 1908
http://www.fordham.edu/halsall/mod/1908youngturk.html

Mark Twain, Stirring Times in Austria
http://h-net.org/~habsweb/sourcetexts/twain1.htm
Wed, 9 December

**The Great War**
The Dual Alliance Between Austria-Hungary and German, 1879
http://avalon.law.yale.edu/19th_century/dualalli.asp
The Three Emperors League, 1881
http://avalon.law.yale.edu/19th_century/empleagu.asp
The Anglo-Russian Entente
http://wwi.lib.byu.edu/index.php/The_Anglo-Russian_Entente
The Zimmerman Telegram
http://www.archives.gov/education/lessons/zimmermann/#documents

Fri, 11 December

**Quiz #5**
Final Exam Review

Final Exam