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Office Hours: Monday & Wednesday, Robinson B, 8:00 - 9:00 a.m.. (or by app't)
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Class Meeting: On Blackboard Collaborate & Class BlackBoard site.

History 100: History of Western Civilization *Through the Blind Eyes of Justice*

I. Introduction:

This course is an introduction to the events, people and ideas that have shaped “the West” from its origins in Antiquity and ending in our modern age. While that amount of material- examining over 6,000 years of history- is challenging, (if not simply impossible), I have decided to attempt to make our journey through it interesting and engaging. To assist in the goal of making an “impossible” journey both educational AND enjoyable, we will use the tool of a trial to examine the social and ideological currents that have shaped Western Civilization from 2,000 BCE to (roughly) 1950 CE.

Part of what I hope we will discover, through this class, is that western civilization is complex, shifting and difficult yet our civilization’s heritage has many beautiful and stunning solutions to the basic questions of life. We shall see that the ancient Greeks, the Christian Church, Western theories of science- each and every “system” throughout our history has provided an answer to those questions. Thus, our trials will examine questions such as: who counts as a person? How is “truth” determined? What is “good” and what is “evil”?

Understanding the roots of those answers allows us to understand our selves and our place in history more clearly and more critically. One interesting dynamic is that each system’s answer is tied directly to the culture(s) that produce it. Thus, our examination of western civilization will necessarily entail the study of the people and events that generate those ideas. One of the related goals within this theme is to help you and I more fully understand these solutions to life’s basic questions as well as answer those same questions. Socrates one wrote that the unexamined life is not worth living. The History of Western Civilization will help us examine our lives more fully and see our past and our current society more clearly.

While our current culture (especially through TV) produces a common (mis-?) understanding in its portrayal of the legal process, there is a certain amount of fiction involved in “re-creating” historical trials. Keeping this “fiction” in mind is important as one of the other main goals of this class is to gain a deeper and fuller understanding of the role that “doing history” plays in our understanding of our shared past. One part of our journey this semester will involve coming to terms with the process of doing history: the choices and skills necessary to create historical arguments.

History requires a different kind of thinking than you might normally have been exposed to in other classes. A historian, like a geologist or biologist, cannot explain why a particular event happened in the precise way that it did. That would be like asking a biologist to explain how you have just the precise genetic makeup you do or a particular mountain is precisely as high as it is and no shorter or taller. Science can explain the processes and general conditions that led to the mountain looking as it does (or you looking as you do). Similarly, a historian can explain generally how an event came to be the way that it was.

In sum, we will focus on the major questions of western civilization, looking for both common and unique answers across the 4,000 years of that history. Using important figures and events, we will examine both history and the historical method.

Online Class Notes

This class is a fully online learning course. As such, most of the responsibility to keep up with the ebb and flow of the work rests on you. We do have a schedule and there are deadlines but the ultimate note here is that ***You are responsible for monitoring your progress through the course materials, as you are all other aspects of this class.*** That being said there are two specific elements that you need to be aware of: first, that there is what I refer to as ‘synchronous’ class time, when we all come together online to meet and have discussions. To do this, we will use part of the GMU Blackboard system called “Collaborate,” which is a simple online meeting room. Our first synchronous meeting will happen our first and second class meeting times and for each of the 5 historical trials we will use to engage with the content of the history of Western Civilization. The syllabus (below) will give you a very detailed picture of all that we will be covering in this course and when our meetings will generally occur. Second, there is asynchronous course time. These moments are done on your own time and at times you choose to do the work. Your work here will be reviewing the course PPT presentations, looking at period art and music and engaging in conversations with our class using our course blog. MOST of the class time for this course is asynchronous and thus, done according to our class schedule but at your own pace otherwise.

If you have not taken an online course before this class structure will be unusual and perhaps confusing at first: please pay attention to the details. It will be come second nature quickly so don’t worry too much and you will find that online courses can be as engaging and productive as face-to-face courses.

Please refer to the schedule to insure you are keeping up with the work and showing up for our online meetings.

I make no representations that every class will go off according to plan. Life is tricky, like history.

Course Goals

A. Critical Historical Thinking: The course has a central set of goals that center on helping you learn to think critically and historically. What does it mean to “think historically”? Historians might disagree on a precise definition, but they would all agree that historical thinking involves these three attitudes or skills:

- **Understanding** human actions and thoughts in the context that produced them. The historian’s cardinal sin is anachronism, which means a confusion of time. Every human society, past and present, has its own values and ways of thinking, and they are often very different from our own. Avoiding anachronism means understanding the past on its own terms.
- **Exercising** critical judgment about what you read and hear. “Critical judgment” does not mean always being negative. Rather, it means that you should always weigh and consider the validity of what you have been told, in light of the source’s possible biases and the strength of its argument. Historical sources are like legal testimony and argument: they are not always true or convincing. The historian, like a judge, has to weigh and consider his or her sources and decide whether they are reliable.
- **Knowing** how to use historical sources- texts and objects- as evidence to make an argument about what happened in the past. History is imagination disciplined by evidence. Historians want to know not only what happened in the past, but also why it happened and what its consequences were. Historical sources are the building blocks of historical explanation, but they must be interpreted.

To reach these goals, you will have to engage in active learning. If your high-school history classes involved nothing more than reading the textbook, listening to the teacher, memorizing names and dates, and regurgitating these facts in papers and tests, you are in for a surprise. History is much more interesting than that. But you will have to work: to think about the lectures and readings, and participate actively in discussions.

B. Content: My expectation is that you will master the general, introductory elements of the events, people and ideas that have appeared in western culture from antiquity to the present (or so). This will require reading and thinking. We will be examining these systems within their historical context and therefore some knowledge of the history of western civilization will also be covered.

III. Class Policies

As adults in college you are entitled to know what the class policies are, as you are expected to adhere to them. They are designed to help with your education, and to enable all class members to do their best.

1. “Participation:” Attendance will be recorded. There are three ways that you ‘participate’ in this online class:

- a. Visiting Class site, downloading and reviewing the course PPT, video excerpts and other course materials
- b. Acting as Prosecution and Defense advocates for 4 of the 5 historical trials we will be holding via Collaborate during the semester
- c. Writing and responding on your individual blog to the Course prompts and writing of your classmates. The syllabus notes when your entries are due.

2. Classroom courtesy: Out of respect for your fellow students, come to our Collaborate meetings on time and do not engage in distracting behavior during our Collaborate sessions. Put away crossword puzzles, turn off mobile phones and such.

3. Class preparation: If you put the time and energy into it college can be a transformative experience that will alter the way you view the world. Lectures take on a new dimension if you have done the reading ahead of time. Unexpected intellectual connections in the classroom and in life are facilitated regular attendance and attention to the material discussed.

4. Ownership of class work: All class work must be your own. In cases of cheating or plagiarism, the penalty will be flunking the project or the course, depending on the severity and behavior at issue. For written work, keep your preparation materials, and be prepared to explain the meaning of everything you write. Students are responsible for knowing the university's policy on academic honesty: the *George Mason University Honor Code*.

IV. Course requirements, assignments, and grading

1. Discussion: (20%)

See above. If you must miss a class session, you should inform me **in advance** of the reason, or provide documentation (such as a note from the doctor) afterwards. You may send e-mail (see above).

2. Reading all assignments (your own learning: **priceless**)

Being an online class, my expectation and assumptions about the necessity of all of us doing our reading is heightened. I expect each of your written pieces of work to reference our lectures, our text and any other sources I point you towards (trial materials, primary sources, etc.).

Please see above re: class discussion! My expectations are that you will read them in advance and be prepared to use what you discovered in your reading.

3. Prosecution and Defense: (30%): Twice over the semester, you will act as part of a team conducting the presentation of evidence for/ against the guilt of a specific historical person. This is in IN TOTAL. You will write 3-5 page (@ 1,000 words) paper supporting your work, along with any evidence you wish the jury to consider. **[note: this means that you will write 2 of these 4-ish page papers over the semester]. These trials will be done with the team and myself via BB Collaborate** (Thus, we will need to schedule the 5 trials and 8 member teams in advance).

4. Blog Response Posts: (20%): Twenty times over the semester, you will reflect on various elements of the class. Each period we are studying is broken into Modules. Each module has 2 (or so) sections associated with it. For each section, there is a routine workflow for you to work through: Here’s an example of how you should work through each Module’s section:

Module	Activity	Assessment
Classical Greece		
	Short Lecture (video capture)	
	Period Art & Music (on BB blog)	Response Blog Post
	Short Lecture (video capture)	
	Period Primary Source	Response Blog Post
		Textbook Quiz

This process is repeated through the Twelve Modules in the class (and approximately 24 Sections). Please see the Response Blog assignment sheet for more details.

5. Museum Piece: (15%) In the place of one class, “we” will go to downtown D.C., where you may visit any of 15 or so incredible museums our nation’s capitol has to offer. Upon return, you will write a 2-3 page reflection on your visit (details about the assignment are on the Course Website).

6. Quizzes: (10%): At the end of each module, you will take an online quiz on the material we have covered in that module. Go to

6. Midterm Meetings and Evaluation: (5%): About halfway through the semester, we will do both an anonymous reflection of “how the class is going” and your performance to date. We will use the BB *Collaborate* software (or one of the many chat alternatives) to do these meetings. Details will be forthcoming.

V. Books for course:

1. **Required:** Hunt, L., Martin, T., et al, *The Making of the West: Peoples and Cultures, A Concise History*, Bedford/St. Martins, New York (3rd or 4th edition).

2. **Required:** Primary Sources readings: These will be hyper-linked in syllabus. These will be noted in the schedule below.

Important Note About Grading

Failure of any part of the first 5 grading elements will result in a failing grade for the class. This will be stated the first day of classes as we review the syllabus but here is additional notice: If you fail the Discussion, Prosecution and Defense, OR (not and) Jury Work, you WILL receive a failing grade for the course.

Special Notes on Course Requirements

ADA: Any student who requires special arrangements in order to meet course requirements should contact me to make necessary accommodations. If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office. Students should present appropriate verification from the Disability Resource Center.

Medical and Other Excuses: Every semester someone is forced to miss either an examination or the due date for an assignment either as the result of an illness or a family emergency. If you find yourself in this situation, fairness to all students in the class requires the proper documentation, without which your excuses will not be accepted. If you need to know more about this process consult me as soon as the emergency is taken care of.

Late Work: Outside of excused absences, your grade for any assignment turned in after the class time when it was due will be reduced by one-half letter grade *for each day* (not class period) it is late. Thus, turning in a paper response/ anything two days late means a full letter grade reduction: wait four days to turn something in and its two full letter grades, etc.

Use of Turnitin: This related to the plagiarism issue noted above, but I have used and will use the software site *Turnitin.com* to review your work for plagiarism.

University Catalog:<http://catalog.gmu.edu>

University Policies:<http://universitypolicy.gmu.edu>

Plagiarism: <http://academicintegrity.gmu.edu/honorcode/>

University Notes

Last Day to Add (Full-Semester Course) September 4th

Last Day to Drop (Full-Semester Course) September 4th

Selective Withdrawal Period (Full-Semester Course) October 1st - 26th

VI. SCHEDULE:

NOTE: A zen master once wrote that “in the beginning is all.” I offer that little piece of wisdom with the recommendation that will begin our first steps together by doing each assignment when it is assigned. That way you’ll be prepared for the next class.

Tips for Success

History 100 is not an easy course, but if you keep a few simple points in mind, it will be a lot easier. Here are some tips for doing well in the course. They all are really aspects of one overarching principle: TAKE RESPONSIBILITY FOR YOUR OWN EDUCATION!

* Note that our ‘class’ week begins on Sunday and ends the following week. All the assignments are **DATED, so you must complete them within the window given on the BB site or you will NOT be able to turn in the work assigned for that section. For our purposes, I have put all of our work on Wednesday and Friday though you can access the week’s work earlier (Sunday, just before midnight) and have until the closing date/time to complete it.**

* Read the syllabus carefully, and write down in your organizer the dates on which assignments are due. This will help you budget your time for the weeks when there is more work than normal.

* Talk to me before anything gets BAD, wrong or otherwise abnormal. Problems always come up but problems are generally easily solved UNLESS you ignore them.

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
September 2	GMU Classes Begin: Blackboard site opens. Welcome!		LIVE class Meeting on BB Collaborate: Review Syllabus Tech introduction Meet & Greet Assignment: Navigate to Period Modules, click on Tech introduction and follow the directions for Student introductions.		Live Class Meeting via BB Collaborate Historical Understanding and Writing Assignment: Hunt, et al, Chapter 2

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
September 9	Labor Day Holiday: No Classes (not that this impacts us at all)		<p>Introduction to the Greek World: Classical Greek Society: <i>A World Defined</i> by <i>Arete</i>.</p> <p>Module 4, Section 1: 1. Review Short Lecture 1 2. Response Blog Post 1: Go to Classical Greek Module, Art and Music Blog. Listen to Music, look at Art, Using the <i>Using Art as a Primary Source</i> assignment sheet, respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 2: Go to Classical Greek Module, Primary Source. Read linked file. Using the <i>Primary Source</i> assignment sheet, respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 2 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Note that this process, as indicated above is THE "normal" weekly schedule for our class</p> <p>Assignment: Read Hunt, et al, Chapter 3</p>		<p>The Greek World Cont'd: <i>From Polis to Comsopolis</i></p> <p>Module 4, Section 2: 1. Review Short Lecture 1 2. Response Blog Post 3: Go to Hellenistic Greek Module, Art and Music Blog. Listen to Music, look at Art, Using the <i>Using Art as a Primary Source</i> assignment sheet, respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 4: Go to Hellenistic Greek Module, Primary Source. Read linked file. Using the <i>Primary Source</i> assignment sheet, respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 3 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: <i>Prosecution and Defense teams, read and review Trial Materials (in Course Documents on BB site) Trail Essays Due next "class," before trial</i></p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
September 16			<p style="text-align: center;">Trial of Socrates</p> <p>Assignment: All NON-trial team members, review Socrates trial materials (in Course Documents section).</p> <p>Response Blog 5 on Socrates Trial Everyone watch the video recording of trial, on BB site. Assignment: Read Hunt, et al, Chapter 4</p>		

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
September 23			<p>Introduction to the Roman World: The Beginnings of Rome: <i>A Place for Everything and Everything in Its Place</i></p> <p>Module 5, Section 1: 1. Review Short Lecture 1 2. Response Blog Post 6: Go to Early Rome Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 7: Go to Classical Greek Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 4 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 5</p>		<p>The Classical Roman World: The Empire: <i>A Place for Everything and Everything in Its Place</i></p> <p>Module 5, Section 2: 1. Review Short Lecture 1 2. Response Blog Post 8: Go to Early Rome Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 9: Go to Classical Greek Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 5 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 9</p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
September 30			<p>The Medieval West <i>The Fusion of Catholic Belief and Germanic Society</i></p> <p>Module 6, Section 1: 1. Review Short Lecture 1 2. Response Blog Post 10: Go to Catholic West Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 11: Go to Catholic West Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 9 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 10</p>		<p>The Medieval West <i>The High Middle Ages</i></p> <p>Module 6, Section 2: 1. Review Short Lecture 1 2. Response Blog Post 12: Go to Another Fall Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 13: Go to Another Fall Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 10 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 11 <i>Prosecution and Defense teams, read and review Trial Materials (in Course Documents on BB site)</i> <i>Trail Essays Due next "class," before trial</i></p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
October 7			<p>Trial of Jeanne d'Arc Assignment: All NON-trial team members, review Socrates trial materials (in Course Documents section). Response Blog 14 on Jeanne Trial Everyone watch the video recording of trial, on BB site. Assignment: Read Hunt, et al, Chapter 12</p>		

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
October 14	No Classes Columbus Day		<p>The Early Modern Period <i>The Crossroads of Modernity</i></p> <p>Module 7, Section 1: 1. Review Short Lecture 1 2. Response Blog Post 15: Go to Rebirth and Reformation Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 16: Go to Rebirth and Reformation Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 12 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 13</p>		<p>The Early Modern Period <i>The Rise of the New Science</i></p> <p>Module 7, Section 2: 1. Review Short Lecture 1 2. Response Blog Post 17: Go to The Rise of Science Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 18: Go to The Rise of Science Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 13 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 14 <i>Prosecution and Defense teams, read and review Galileo Trial Materials (in Course Documents on BB site)</i> <i>Trail Essays Due next "class," before trial</i></p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
October 21			<p style="text-align: center;">Trial of Galileo</p> <p>Assignment: All NON-trial team members, review Socrates trial materials (in Course Documents section). Response Blog 19 on Galileo Trial Everyone watch the video recording of trial, on BB site. Assignment: Read Hunt, et al, Chapter 15</p>		

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
October 28			<p>The Modern Period <i>The Expansion of the Realm of Reason</i></p> <p>Module 8, Section 1: 1. Review Short Lecture 1 2. Response Blog Post 20: Go to Enlightenment and Revolution Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 21: Go to Enlightenment and Revolution Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 15 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 17</p>		<p>The Modern Period <i>The Industrial Revolution</i></p> <p>Module 8, Section 2: 1. Review Short Lecture 1 2. Response Blog Post 22: Go to The Industrial Revolution Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 23: Go to The The Industrial Revolution Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 17 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 18</p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
November 4			<p style="text-align: center;">Midterm Meetings Please Use Google Form to post responses and we will schedule these individually via Collaborate, Skype, etc.</p>		<p>Assignment: Read Hunt, et al, Chapter 19 <i>Prosecution and Defense teams, read and review Triangle Shirtwaist Factory Trial Materials (in Course Documents on BB site)</i> <i>Trail Essays Due next "class," before trial</i></p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
November 11			<p>Trial of Triangle Shirtwaist Factory</p> <p>Assignment: All NON-trial team members, review Socrates trial materials (in Course Documents section).</p> <p>Response Blog 23 on Shirtwaist Trial</p> <p>Everyone watch the video recording of trial, on BB site.</p> <p>Assignment:</p> <p>Read Hunt, et al, Chapter 20</p>		<p>Don't Forget About Museum Essays!</p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
November 18			<p>The Modern Period <i>Age of Anxiety</i></p> <p>Module 9, Section 1:</p> <p>1. Review Short Lecture 1</p> <p>2. Response Blog Post 24:</p> <p>Go to Age of Anxiety Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions.</p> <p>3. Review Short Lecture 2</p> <p>4. Response Blog Post 25:</p> <p>Go to Age of Anxiety Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 19 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment:</p> <p>Read Hunt, et al, Chapter 20 (review)</p>		<p>The Modern Period <i>The Death of Progress</i></p> <p>Module 9, Section 2:</p> <p>1. Review Short Lecture 1</p> <p>2. Response Blog Post 26:</p> <p>Go to Fascism and War Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions.</p> <p>3. Review Short Lecture 2</p> <p>4. Response Blog Post 27:</p> <p>Go to Fascism and War Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 20 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment:</p> <p>Read Hunt, et al, Chapter 21</p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
November 25			<i>Don't Forget About Museum Essays</i>	<i>Thanksgiving Break</i>	<i>Thanksgiving Break</i> Assignment: Read Hunt, et al, Chapter 21 <i>Prosecution and Defense teams, read and review Adolf Eichmann Trial Materials (in Course Documents on BB site)</i> <i>Trail Essays Due next "class," before trial</i>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
December 2			Trial of Adolf Eichmann Assignment: All NON-trial team members, review Socrates trial materials (in Course Documents section). Response Blog 28 on Eichmann Trial Everyone watch the video recording of trial, on BB site. Assignment: Read Hunt, et al, Chapter 22		Don't Forget About Museum Essays!

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
December 9			<p>The Post-Modern Period <i>The Cold War Struggle</i></p> <p>Module 10, Section 1: 1. Review Short Lecture 1 2. Response Blog Post 24: Go to The Cold War Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 25: Go to The Cold War Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 22 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: Read Hunt, et al, Chapter 23</p>		<p>The Modern Period <i>1968: The Year of the Barricades</i></p> <p>Module 10, Section 2: 1. Review Short Lecture 1 2. Response Blog Post 26: Go to 1968 Module, Art and Music Blog. Listen to Music, look at Art, Respond to those questions. 3. Review Short Lecture 2 4. Response Blog Post 27: Go to 1968 Module, Primary Source. Read linked file. Respond on the Blog</p> <p>When done with steps 1 through 4, go to Bedford-St. Martin's site and take Chapter 23 quiz for Hunt Text: http://bcs.bedfordstmartins.com/huntconcise3e/.</p> <p>Assignment: None, Man, . . .</p>

Week Ending	Monday	Tuesday	Wednesday	Thursday	Friday
December 16			<p><i>Final Class</i> <i>Whole Class Live</i> <i>on Collaborate</i> <i>Fall of Communism</i> <i>Final Thoughts</i></p>		<p>All of your work is due by now . . .</p> <p>So . . .</p>