

Semester at Sea Course Syllabus

Discipline: History

Semester and Year: Fall 2008

Course Number and Title: **Study of History/Historiography**

Faculty Name: Patricia O'Neill

Suggested Pre-requisites: None

COURSE DESCRIPTION

This course will focus on the study of history - the nature of historical sources, the written, oral and visual presentation of historical information, and comparative historical research. The course will introduce key elements of historical thinking: historical analysis, historical context, historical interpretation as well as historical change and continuity, and, finally, multiple causality in history. Through examination of both primary and secondary historical documents, the use of quantitative [statistical] evidence, discussions, films, and field trips, we will sharpen our analytical and interpretive skills of history which will provide an essential context for evaluating the cultures, politics and institutions of many of the regions we will be visiting. The course will be designed so that the topics we focus on will align as closely as possible with the ports we will be visiting. For example, during the first several weeks, we will look at the African Diaspora, the creation of the African-American cultural traditions, their enduring features, and the impact this historical event had both on the Americas and on Africa.

COURSE OBJECTIVES

1. Introduce students to the principal concepts and methodology of historiography.
2. Examine the ways in which historical events are remembered and memorialized.
3. Develop students' ability to think historically and comparatively.
4. Identify, analyze, develop and defend particular thematic interpretations of historical change.
5. Explain how and why historical interpretations differ and how they are affected by time [i.e., historical context].
6. Teach students to use historical data to support arguments and points in historical writing.
7. Analyze causal relationships and apply more than one perspective to show how these causal relationships might have different interpretations.
8. Utilize evidence from primary and secondary sources to understand and describe events, issues, developments, relationships, and perspectives.
9. Understand relationships among events, issues and developments in different spheres of human activity [i.e., economic, social, political, cultural].
10. Recognize change and continuity within broad concept themes such as the interaction of peoples, cultures and ideas or economic and technological developments and their impact on a society.

OUTLINE OF COURSE:

Day 1: Sunday, August 31st: Introduction and Thinking Historically Short student biographical essay in class

Reading: Lord Acton, *Inaugural Lecture on the Study of History*, 1906, Modern History Sourcebook
<http://www.fordham.edu/halsall/mod/1906acton.html>

Day 2: Tuesday, September 2nd: The Uses of History

Reading: Carr, E.H., *What is History: The George Macaulay Trevelyan lectures delivered in the University of Cambridge*, January-March, 1961, London: Macmillan, 1985, pp. 1-62

Collingwood, R.G., Part V, Epilegomena, # 1 Human Nature, Human History”, *The Idea of History*, Oxford University Press: Oxford, 1993, pp. 204-231

➤ **Assignment 1 due:** Furay, Chapter 1, Set A, Exercise 1

Day 3: Thursday, September 4th: Using Primary and Secondary Sources Atlantic World Encounters: Europeans, Americans, and Africans

Reading: “The Broken Spears: The Aztec Account of the Conquest of Mexico” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 55-60

William Bosman, “The Slave Trader” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 75-77

Olaudah Equiano, “Enslaved Captive” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 78-85

➤ **Analysis Paper 1 due:** Analyzing Carr and Collingwood excerpts

Analysis Paper 2: Analyzing Primary and Secondary Sources

[arrive Brazil]

Day 4: Friday, September 12th: Thinking in Time: Using Literature in History
Colonized and Colonizers

Reading: Jurgen Osterhammel, “Colonialism” in Kevin Reilly,
Worlds of History, Bedford-St Martin: New York, 2008, pp. 275-280

Assignment 2: Furay, Chapter 5, Set A, Exercise 1

Day 5: Sunday, September 14th: Historical Context: Using Literature in History
Colonized and Colonizers

Reading: Chinua Achebe, “An Image of Africa: Racism in Conrad’s Heart of Darkness” in Robert Kimbrough, *Heart of Darkness: An Authoritative Text, Background and Sources, Criticism*, W.W. Norton: London, 1988, pp. 251-261

Rudyard Kipling, “The White Man’s Burden” Modern History Sourcebook, <http://www.fordham.edu/halsall/mod/Kipling.html>

Analysis Paper 3: Assessing Historical Context: Achebe and Kipling

Day 6: September 17th: Historical Accuracy in Film: Background to *Amistad*

Reading: The *Amistad* Case: Libel of Lieutenant Thomas R. Gedney, on behalf of himself and the officers and crew of the U.S. Brig *Washington*, on U.S. National Archives and Records Administration website <http://www.archives.gov/education/lessons/amistad/>

The *Amistad* Case: Answer of S. Staples, R. Baldwin, and T. Sedgewick, Proctors for the *Amistad* Africans, to the several libels of Lt. Gedney, et. al. and Pedro Montes and Jose Ruiz, January 7, 1840, on U.S. National Archives and Records Administration <http://www.archives.gov/education/lessons/amistad/>

The *Amistad* Case: Opinion of the Supreme Court in *United States v. The Amistad*, March 9, 1841, on U.S. National Archives and Records Administration <http://www.archives.gov/education/lessons/amistad/>

The *Amistad Case*: Statement of the Supreme Court to Circuit Court, March 9, 1841, on U.S. National Archives and Records Administration website: <http://www.archives.gov/education/lessons/amistad/>

Analysis 4: Document Analysis Worksheet: The *Amistad Case*

[arrive Namibia]

Day 7: September 24th: Writing Historical Film Reviews

Reading: Furay, Chapter 8: History on Film

Assignment 3: Furay, Chapter 8, Exercise: Film Analysis of *Amistad*

[arrive Cape Town]

Day 8: Friday, October 3rd: Reading Historical Journal Articles

Reading: Fisch, Jörg, “Dying for the Dead: *Sati* in Universal Context”,
Journal of World History, Volume 16, Number 3, September 2005,
pp. 293-326.

Assignment 4: Furay, Chapter 7, Set A, Exercise 2

Day 9: Sunday, October 5th: Writing Journal Article Reviews

Reading: Schneewind, Sarah, “Reconsidering ‘*Sati* in Universal Context’”
Journal of World History, Volume 18, Number 3, September 2007,
pp. 353-360.

Analysis Paper 5: Writing a Journal Article Review

**Day 10: Tuesday, October 10th: Relating Past and Present: Change and Continuity
State and Religion: Asian States, 1500-1800**

Reading: Furay, Chapter 3: Change and Continuity

Swami Vivekananda, “Oh India, Forget Not” in Kevin Reilly,
Worlds of History, Bedford-St Martin: New York, 2000, pp. 321-324

Assignment 5: Furay Chapter 3, Set A, Exercise 1

Day 11: Friday, October 10th: Appreciating Contradictions

Nationalism and Westernization: 1880-1930

Reading: Mohandas Gandhi, “From *Hind Swaraj*” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 325-329

Assignment 6: Furay Chapter 3, Set B, Exercise 1

Day 12: Sunday, October 12th: Appreciating Contradictions

Nationalism and Westernization: 1880-1930

Reading: Jawaharlal Nehru, “Gandhi” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 329-331

Analysis Paper 6: Comparing Gandhi and Nehru

[arrive in India]

Day 13: Sunday, October 19th: Sifting Evidence: Photo Analysis

Social, Economic, Political and Cultural Asian Maritime States

Reading: Furay, Chapter 4: Multiple Causality in History

Hoyt, Sarnia Hayes, “From *Old Malacca*” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2000, pp. 81-84
Examination of photos from Old Malacca

Day 14: Tuesday, October 21st: Sifting Evidence: Personal Accounts

Social, Economic, Political and Cultural Asian Maritime States

Reading: Multatuli, *Max Havelaar: Or the Coffee Auctions of the Dutch Trading Company*, Amherst: University of Massachusetts, 1982, pp. 11-15 and 95-105

Assignment 7: Furay Chapter 4, Set A, Exercise 1

[arrive Penang]

Day 15: Tuesday, October 28th: Close Reading & Historical Reconstruction
Viet Nam

Reading: The American *Declaration of Independence*, 1776, at Avalon Project at Yale Law School web site:

<http://www.yale.edu/lawweb/avalon/declare.htm>

Ho Chi Minh, “The Vietnamese Declaration of Independence”,
Modern History Sourcebook website:

<http://www.fordham.edu/halsall/mod/1945vietnam.html>

Eisenhower, Dwight, President Eisenhower's News Conference, April 7, 1954, *Public Papers of the Presidents, 1954, The Pentagon Papers*, Gravel Edition, Volume 1, Beacon Press: Boston, 1971, pp. 597-598

Analysis Paper 7: Historical Reconstruction of Causes of Viet Nam War

[arrive Viet Nam]

Day 16: Tuesday, November 4th: Distinguishing Change from Revolution

Reading: Baumer, Franklin Le Van, “The Scientific Revolution in the West” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 160-166

Shaffer, Lynda, “China, Technology, and Change” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 179-183

Analysis Paper 8: Practicing Intellectual History: Science and Technology

[arrive China]

Day 17: Wednesday, November 12th: Understanding and Explaining the Unforgivable World War II and Genocide: Japan and China

Reading: Fogel, Joshua, “Introduction: The Nanjing Massacre in History” in *The Nanjing Massacre in History and Historiography*, ed. Joshua Fogel, Berkeley: University of California, 2000, pp. Forward, and 1-10

“Documentation of the American Missionary: George A. Fitch” in Zhang Kaiyuan, ed., *Eyewitness to Massacre: American Missionaries Bear Witness to Japanese Atrocities in Nanjing*, New York: M.E. Sharpe, 2001, pp. 82-106.

Yoshida Takashi, “A Battle Over History: The Nanjing Massacre in Japan” in *The Nanjing Massacre in History and Historiography*, ed. Joshua Fogel, Berkeley: University of California, 2000, pp. 70-132.

Assignment 8: Furay Chapter 5, Set B, Exercise 1

BEGIN READING: IRIS CHANG’S THE RAPE OF NANKING: THE FORGOTTEN HOLOCAUST OF WORLD WAR II

[arrive Japan]

Day 18: Wednesday, November 19th: Constructing Theory Women’s World, 1950 to the Present

Reading: “Anti-Footbinding Society of Hunan: Rules and Regulations on Marriage” in *Chinese Civilization and Society: A Sourcebook*, ed. Patricia Buckley Ebrey, Free Press: New York, 1981.
“The Marriage Law of the People’s Republic of China, 1950” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 471-472

“Chinese Communist Party’s Propaganda Posters: Iron Women and Foxy Ladies” in Stefan Landsberger, *Chinese Propaganda Posters: From Revolution to Modernization*, New York: M.E. Sharpe, 1995

Analysis Paper 9: Constructing Theory

Day 19: Thursday, November 20th: **Understanding Process
Globalization and Planetary Health, 1960 to the Present**

Reading: Hetata, Sherif, “Dollarization” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 509-513

Legrain, Philippe, “Cultural Globalization is not Americanization” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 513-516

Assignment 9: Furay Chapter 9, Set A, Exercise 3

Day 20: Sunday, November 23rd: **Understanding Process
Globalization and Planetary Health, 1960 to the Present**

Reading: Benjamin Barber, “From *Jihad vs. McWorld*” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 522-526

Analysis Paper 10: Understanding Process

Day 21: Tuesday, November 25th: **Historical Remembrance and Reconstruction:
Historical Monuments and Museums: The Enola Gay Controversy**

Reading: Linenthal, Edward. "Anatomy of a Controversy." *History Wars: The Enola Gay and Other Battles for the American Past*. Ed. Edward Linenthal and Tom Engelhardt. New York: Metropolitan, 1996, pp. 9-62

Boyer, Paul. "Whose History is it Anyway? Memory, Politics, and Historical Scholarship." *History Wars: The Enola Gay and Other Battles for the American Past*. Ed. Edward Linenthal and Tom Engelhardt. New York: Metropolitan, 1996. 115-139

Assignment 10: Furay Chapter 9, Set A, Exercise 4

[arrive Hawaii]

Day 22: Friday, November 28th: Writing a History Paper

Reading: Furay, Chapter 12: The History Paper

Day 23: Sunday, November 30th: Writing Critical Book Reviews

Final Exam: Thursday, December 4th: **Final Paper: Analytical Book Review of
Iris Chang's *The Rape of Nanking***

Costa Rica for 3 days [December 7 – 9th]

Transit Panama Canal December 11th

Convocation: December 13th

FIELD COMPONENT: 20% of contact hours for each course is provided by field work.

Each student is required to complete two practica (either Faculty Directed or Independent). At least one of these should be a faculty-directed field trip led by me (see list below). You are required to participate in one of the FDPs under my direction in Salvador, Brazil, or Cape Town, South Africa since they are central to the material covered in this class.

The second practica can be an Independent Practicum developed as part of a regularly-offered SAS trip, or it may stand alone. If an Independent Practicum is selected, then the student must meet with the instructor prior to arriving in the port-of-call to discuss his or her approach and objectives.

After each practica, you will be required to write a two page thematic statement relating your observations to the course theme that you have chosen to focus on. These will count for 20% of the final grade.

Examples of course themes would be [but not restricted to]:

- Constructing Historical Theory
- Historical Context
- Historical Remembrance and Reconstruction
- Distinguishing Change from Revolution
- Sifting Evidence
- Thinking in Time

AFRO-BRAZILIAN MUSEUM AND CANDOMBLÉ HOUSE [FDP: O'NEILL] (0900-1200 Thursday, 11 September) Minimum 26/Maximum 80

- *Candomblé* is an Afro-Brazilian religion based primarily on the beliefs of the Yoruba and other peoples of West Africa. In colonial times, slaves were prohibited from practicing their religion for fear that it would serve to reinforce their group identity. To avoid persecution the slaves gave Catholic names and figures to their African gods (*orixás*). At the Afro-Brazilian Museum, you will see the different costumes of the major *orixás* and will be given a detailed explanation of the characteristics and significance of these deities in the *Candomblé* faith. The museum also houses a major work by Salvador's greatest artist, *Carybé*, portraying the breadth and scope of the *Candomblé* faith. Following the museum visit, we will proceed to a *terreiro*, or *Candomblé* house. In this practicum, participants will have an opportunity to utilize important concepts such as historical context, historical remembrance and reconstruction and continuity and change. The aim of this FDP is to relate the historical information about the connections between Bahia and West Africa to the historical remembrance and reconstruction of these connections as well as to emphasize the importance of continuity and change when viewing historical events.

CAPE TOWN, APARTHEID & ROBBEN ISLAND [FDP: O'NEILL] (0800-1800 Saturday, 27 September) Minimum 30/Maximum 80 (PRICE: \$)

- This trip provides historical insight into the social injustices of Cape Town's past. Begin the day's journey with a stop at the Bo-Kaap Museum, a typical example of a Malay Quarter residence. Experience the unique culture, lifestyle and personality of this Cape Muslim community and their role in Cape Town's development. Then visit the District Six Museum and learn how 60,000 families were forcibly removed from that once vibrant suburb. Next, a visit to the townships and Cape Flats shows how sprawling satellite camps of seemingly endless shanties provide little more than a roof and some shelter. This journey through history continues with a visit to *Langa*, the oldest existing township on the Western Cape. Local community workers host you in this vibrant community as numerous squatters set about building their own brick homes, with the help of state grants. Then sample traditional African sorghum beer at a local tavern, or *shebeen*, before enjoying a lunch of traditional South African dishes. Afterwards, continue to Robben Island by ferry. This former leper colony was a political prison during Apartheid. View Nelson Mandela's prison cell while ex-political prisoners give a detailed commentary. Also visit the quarry, where the former President's eyes were damaged permanently, and where personalities in the struggle were put to back-breaking labor. Now operating as a living museum, Robben Island also hosts about 23 mammals and 132 bird species including the African penguin. Return to the ship after this fulfilling, thought-provoking day. In this practicum, participants will have an opportunity to utilize important concepts such as historical context, historical remembrance and reconstruction and continuity and change. The aim of this FDP is to relate the historical information about *apartheid* to the historical remembrance and reconstruction of this episode as well as to emphasize the importance of continuity and change when viewing historical events.

ETHNIC COMMUNITIES IN MALAYSIA [FDP: O'NEILL] (1000-1500 Wednesday, 22 October) Minimum 20/ Maximum 40 (PRICE: \$)

- Malaysia is a country of great ethnic, linguistic, cultural and religious diversity. Malays comprise approximately 60% of the population, about 30% are ethnic Chinese and nearly 10% are ethnic Indian. The three major ethnic dialects are Hokkien, which is of Chinese origin and only spoken in Penang; Tamil, which is of Indian origin; and Malay or Bahasa Melayu but spoken in a regional dialect, known commonly as *mamak*. This trip will visit communities of these three major ethnic groups in order to compare their similarities and differences. Lunch will be prepared by one of the local communities. A stop to the State History Museum will also be made. In this practicum, participants will have an opportunity to utilize important concepts such as historical context, historical remembrance and reconstruction and continuity and change. The aim of this FDP is to relate the historical information about the connections between ethnic communities and the larger national Malaysian experience to the historical remembrance and reconstruction of these connections as well as to emphasize the importance of examining continuity and change when viewing historical events.

CU CHI TUNNELS AND CAO DAI TEMPLE [FDP: O'NEILL] [800-1900 Friday, 31 October)

- Located approximately two hours from Ho Chi Minh City, Cu Chi is famous for its 200-kilometer network of underground tunnels. These tunnels were created and used by the Viet Cong forces during wars with both the French and Americans. Before visiting the tunnel system, you will be shown a video explaining their history and construction. From the mid-1940s onward, the tunnels were used as a base from which the Viet Cong could launch strategic attacks and then seemingly disappear into thin air. The tunnels had well-hidden entrances and thick roofs which were capable of withstanding the weight of tanks and the impact of bombs. Unknowingly, the Americans even built a base camp on top of an existing tunnel network and suffered extensive casualties before they discovered their mistake. Most of the tunnels were only about two feet wide and five feet high. However, some of the passageways and tunnel rooms [*e.g.*, meeting room, kitchen, dining room and hospital), while still small, have been enlarged for easier access. If you decide to visit the lower levels of the tunnels which have not been enlarged, you will most likely get dirty while crawling through the narrow passageways. You may wish to bring a flashlight to assist in navigating these lower levels.
- Tay Ninh (a drive of about three hours from Ho Chi Minh City) serves as headquarters for one of Viet Nam's most interesting indigenous religions, Caodaism. Caodaism is the product of an attempt to create the ideal religion through the fusion of the secular and religious philosophies of the East and West. The result is a colorful potpourri that includes elements of Buddhism, Confucianism, Taoism, Hinduism, native Viet Nameese spiritism, Christianity and Islam. The main tenets of Caodaism include believing in one God, the existence of the soul, and the use of mediums to communicate with the spiritual world. The Holy See of the Cao Dai includes the Great temple, offices, residences for officials and a hospital of traditional Viet Nameese herbal medicine to which people from all over the south travel for treatment. The Great temple is one of the most striking structures in all of Asia, with its rococo extravagance and many architectural idiosyncrasies. Services are held daily at 0600, 1200, 1800 and 2400. In this practicum, participants will have an opportunity to utilize important concepts such as historical context, historical remembrance and reconstruction and continuity and change. The aim of this FDP is to relate the historical information about two very different components of the Viet Nameese society and the historical remembrance and reconstruction of these elements as well as to emphasize the importance of examining continuity and change when viewing historical events.

YOKOHAMA CITY ORIENTATION (1300-1800 Monday, 17 November) Minimum 40/Maximum 44

- Although originally a small fishing village, Yokohama is a major commercial hub and remains a prominent port city within Japan. Many Western influences were first introduced in this prefecture. Japan's first English language newspaper, the *Japan Herald*, was first published in Yokohama in 1861. Japan's first gas-powered street lamps were built in 1872 as well as the country's first railway that stretched from Yokohama to Tokyo's Shinagawa and Shimbashi. On this trip, visit some of the many highlights found in Japan's second largest city.

- Begin the orientation by stopping at the Yokohama Foreign Cemeteries, the former site of the Zotokuin Temple and the official cemetery for foreign residents, many of which have significantly contributed to Japanese culture. Among those buried here are cartoonist Charles Wirgman who penned *Japan Punch*, British journalist Edmund Morel who led the British pacifist movement during World War I and unknown foreign soldiers and civilians killed at the Namamugi Incident – a samurai attack on foreign nationals in 1862. Continue to Harbor View Park. Once there, visit Landmark Tower, which is the tallest building in Japan and enjoy a panoramic view from its observation deck, referred to as ‘Sky Garden’. Continue to the Sankeien Garden before returning to the ship. Originally built by silk trader Tomitaro Hara as his private residence, this authentic Japanese garden sprawls 175,000-square meters and features a three-story pagoda, a Buddhist sanctum, and several tea ceremony houses. In this practicum, participants will have an opportunity to utilize important concepts such as historical context, historical remembrance and reconstruction and continuity and change. The aim of this FDP is to relate the historical information about the evolution of Yokohama to the historical remembrance and reconstruction of this city as well as to emphasize the importance of examining continuity and change when viewing historical events.

METHODS OF EVALUATION:

As noted above, this is a reading and discussion intensive course. Each student will be graded on his/her useful discussion participation [quality, not quantity]. If a student comes to class, but s/he is not prepared to discuss the readings, s/he will not receive the discussion participation points for that class period. Class discussion/ participation will **20% of the final grade** for the discussion participation component of the course.

Each student will be required to complete ten analysis/assessment papers based on the readings which are designed to reinforce the information we cover in class. Each analysis/assessment paper will be worth **2% of the final grade**. In total, the 10 assignments comprise **20% of the final grade**.

In addition, each student will be required to complete ten workbook assignments from Furay’s *The Methods and Skills of History*. Each workbook assignment will be worth **2% of the final grade**. In total, the 10 assignments comprise **20% of the final grade**.

Assignments that are turned in a class period late will lose one complete letter grade. No weekly assignments will be accepted after the week they are due.

Each student must complete two practica (either Faculty Directed or Independent); after the practica, the student must write a two page thematic statement relating his/her observations to the course theme that s/he chose to focus on. These will count **for 20% of the final grade**.

The final project will be a 1,000-1,500 word **analytical book review of Iris Chang’s *The Rape of Nanking***. This will account for **20% of the final grade**.

Percentages:

Final project: Review of Historical Biography	=	20%
Written field reports [2]	=	20%
Individual class participation	=	20%
Analysis/Assessment Assignments [10]	=	20%
Furay Workbook Assignments [10]	=	20%

REQUIRED TEXTBOOK

AUTHOR: Conal Furay and Michael Salevouris
TITLE: *The Methods and Skills of History: A Practical Guide*
PUBLISHER: Harlan Davidson

AUTHOR: Iris Chang
TITLE: *The Rape of Nanking: The Forgotten Holocaust of World War II*

ELECTRONIC COURSE RESERVES

Lord Acton, *Inaugural Lecture on the Study of History*, 1906, Modern History Sourcebook
<http://www.fordham.edu/halsall/mod/1906acton.html>

Carr, E.H., *What is History: The George Macaulay Trevelyan lectures delivered in the University of Cambridge*, January-March, 1961, London: Macmillan, 1985, pp. 1-62

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Rudyard Kipling, “The White Man’s Burden” Modern History Sourcebook,
<http://www.fordham.edu/halsall/mod/Kipling.html>

The *Amistad* Case: Libel of Lieutenant Thomas R. Gedney, on behalf of himself and the officers and crew of the U.S. Brig *Washington*, on U.S. National Archives and Records Administration website: <http://www.archives.gov/education/lessons/amistad/>

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- Mohandas Gandhi, “From *Hind Swaraj*” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 325-329
- Jawaharlal Nehru, “Gandhi” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 329-331
- Hoyt, Sarnia Hayes, “From *Old Malacca*” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2000, pp. 81-84
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- The American *Declaration of Independence*, 1776, at Avalon Project at Yale Law School web site: <http://www.yale.edu/lawweb/avalon/declare.htm>
- Ho Chi Minh, “The Vietnamese Declaration of Independence”, *Modern History Sourcebook* website: <http://www.fordham.edu/halsall/mod/1945vietnam.html>
- Eisenhower, Dwight, President Eisenhower's News Conference, April 7, 1954, *Public Papers of the Presidents*, 1954, *The Pentagon Papers*, Gravel Edition, Volume 1, Beacon Press: Boston, 1971, pp. 597-598
- Baumer, Franklin Le Van, “The Scientific Revolution in the West” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 160-166
- Shaffer, Lynda, “China, Technology, and Change” in Kevin Reilly, *Worlds of History*, Bedford-St Martin: New York, 2008, pp. 179-183
- Fogel, Joshua, “Introduction: The Nanjing Massacre in History” in *The Nanjing Massacre in History and Historiography*, ed. Joshua Fogel, Berkeley: University of California, 2000, pp. Forward, and 1-10

- “Documentation of the American Missionary: George A. Fitch” in Zhang Kaiyuan, ed., *Eyewitness to Massacre: American Missionaries Bear Witness to Japanese Atrocities in Nanjing*, New York: M.E. Sharpe, 2001, pp. 82-106
- Yoshida Takashi, “A Battle Over History: The Nanjing Massacre in Japan” in *The Nanjing Massacre in History and Historiography*, ed. Joshua Fogel, Berkeley: University of California, 2000, pp. 70-132
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- Linenthal, Edward. "Anatomy of a Controversy." *History Wars: The Enola Gay and Other Battles for the American Past*. Ed. Edward Linenthal and Tom Engelhardt. New York: Metropolitan, 1996, pp. 9-62
- Boyer, Paul. "Whose History is it Anyway? Memory, Politics, and Historical Scholarship." *History Wars: The Enola Gay and Other Battles for the American Past*. Ed. Edward Linenthal and Tom Engelhardt. New York: Metropolitan, 1996. 115-139