

HS 101.07: Making of the Modern World: Europe

Fall 2020

MWF 11a-11:50a (EST)

Online

Professor Andrew Ross

Department of History

Humanities Center 311

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Virtual Office Hours:

1. [By appointment via Microsoft Bookings](#): Mondays 1-2:30p and Tuesdays, 2-4p.
2. [No appointment needed via Zoom](#): Wednesdays 1-2:30p.
3. By appointment at other times if you cannot make office hours: [E-mail me](#)

Course Information

Description: This course introduces students to major themes in European history since 1500. Without aiming for full coverage, the course traces the development of European states, the growth of European economic, political, and cultural power on the world stage, and the rise and fall of European empires. The course seeks to explain how and why Europe eventually dominated global affairs and how and why that dominance came to a close in the wake of two disastrous world wars. In addition, the course takes seriously the tension between the emergence of the values of secularism, equality, and liberty in European societies and the simultaneous development of new ideologies of racial difference to justify the conquest and enslavement of other peoples. Course topics include European exploration and imperialism, religious conflict, the rise of new knowledges and ideologies, the revolutions of the late eighteenth and early nineteenth centuries, industrialization and social change, the two world wars, and the Cold War.

Objectives: By the end of the semester, students in HS 101 will be able to:

1. Identify and understand key themes, events, and ideas in European history from 1500 to the present
2. Synthesize information from secondary sources, including, but not limited to, reference texts, lectures, documentaries and podcasts
3. Relate historical phenomena to present-day issues and controversies
4. Use evidence drawn from primary and secondary sources to defend an argument or claim

Required Texts: The following required materials are [available at the Loyola Bookstore](#) as a bundle:

1. Cole, Joshua and Carol Symes. *Western Civilizations*. Volume 2. Brief 5th Edition. New York: W.W. Norton, 2020. (E-book with InQuizitive, and History Skills Tutorials)
2. Brophy, James M., et al. *Perspectives from the Past*. Volume 2. 7th Edition. New York: W.W. Norton, 2020. (Physical Book)

All other course texts or materials will be available on our course Moodle page or as handouts in class.

Format: This class will utilize a mixture of asynchronous (not at the same time) and synchronous (at the same time) activities. You will therefore be expected to do some of the work on your own, some of the work at your own pace with your peers and myself, and some of the work “live” via Zoom with the whole group. Every week you can expect to have to complete the following:

On your own:

1. **Read and Take Notes:** You will have a reading assignment drawn from your e-textbook and your sourcebook of primary sources. (Course objectives 1 and 2)
2. **Watch/Listen and Take Notes:** Sometimes, you will have a video or podcast (audio recording) to watch or listen to. (Course objectives 1, 2, and 3)
3. **InQuizative and History Skills Tutorials:** You will complete an interactive learning assessment called InQuizative (IQ) or a History Skills Tutorial (HST). IQ questions and HST exercises will be based on your textbook reading (Course objective 1)

Asynchronous:

1. **Discussion Board:** Throughout the semester, you will converse with your classmates in an asynchronous discussion forum (see below) (Course objectives 3 and 4)

Synchronous:

1. **Live Zoom Sessions:** Two or three times a week, I will host a live Zoom session. These sessions will focus on a variety of topics, but will most often include a brief lecture, review of material you encountered on your own, skills workshops, discussion of primary sources, and question and answer (Course objectives 1-4).

***Note:** If you will have any technological, personal, or other difficulty accessing live video chats, please let me know so that we can arrange accommodations.*

Course Requirements

1. **Engagement (10%):** As with all college courses, your and success learning depends on active engagement with the material. Engagement – sometimes called “participation” – can come in a number of forms (Course objectives 1-4):
 - a. **Preparation:** Prior to almost every class meeting you will have some combination of material to review. You can demonstrate good preparation by coming to class or office hours with questions, comments, and/or worksheets on the material: This preparation will come primarily in three forms:
 - i. **Readings:** Readings will be drawn primarily from your e-textbook (*Western Civilizations*, referred to in the course schedule as *WC*) and your primary source collection (*Perspectives from the Past*, referred to in the course schedule as *PP*). Your textbook is what we call a *secondary source*

because it was written by historians about the past. *Primary sources*, on the other hand, are materials written, drawn, or created in the past itself.

You will be assessed on the textbook reading using online quizzes and other activities (see below), while you will complete informal worksheets, participate in discussion, and use in your essays the primary sources (Course objectives 1, 2, and 4).

- ii. **Video/Audio:** Sometimes in addition to or in lieu of your readings and/or my own lectures, you will either watch or listen to some audio visual material. These have been chosen to vary and deepen your engagement with history and the course material. As with a regular lecture and your readings, you should take notes on the videos and podcasts. These will be the topic of discussion in Zoom and may also relate to your discussion board assignment (see below) (Course objectives 1-4)
- iii. **Other Preparation:** Throughout the semester, about once a week, I will provide some other work for you to complete prior to your class session. Most often, this will be a worksheet for you to fill out as you read, watch, or listen to course material so to guide you to what is and is not significant. You should have these worksheets printed out or on your computer screen during our Zoom session so that you can use them during discussion. I will not collect these, *but you may turn them in as evidence of preparation if you miss our Zoom session* (Course objective 2)

b. **Participation:** Active participation is key to your success in this course and to your time at Loyola more generally. Active participation comes in a variety of forms:

- i. Asking questions in class via the chat or live
- ii. Participating in the general discussion/q & a forum on Moodle
- iii. Coming to office hours
- iv. Contributing to a Zoom discussion, either in the chat or via live video
- v. Completing tasks in breakout rooms in Zoom
- vi. Taking good notes during live lectures and on your readings and other materials
- vii. Being respectful of class time and of different opinions
- viii. Completing additional discussion board responses
- ix. E-mailing me your questions or concerns about the course
- x. Other demonstrations of keeping up with the course, showing genuine interest in the material, and proceeding through assignments

2. **Homework (10%):** About once a week you will complete online learning assessments via our e-book. These will come in two forms (Course objectives 1 and 2):

- a. **Inquizative:** These are short quizzes that assess your understanding of the textbook reading. These exercises will vary in length, but you will receive 100% credit if you achieve the target score.
- b. **History Skills Tutorials:** These longer exercises help you develop the skills of historical literacy and critical thinking. Successful completion of a History Skills Tutorial will grant you 100% credit for the exercise.

The lowest two scores on homework will “drop” from your final grade.

3. **Discussion Board (15%):** Every two weeks, I will provide a prompt that relates a historical topic to a current event. These prompts will sometimes rely on textbook or primary source readings, sometimes on additional short readings, videos, or records, or both. During the first week you will provide a response to the prompt and during the second week you will discuss your peers’ responses. (Course objectives 3 and 4)
4. **Writing Assignments (45%):** You will complete three writing assignments that gradually become more complex over the course of the semester (Course objectives 1-4):
 - a. *Primary source analysis (10%):* A short (1-3 paragraph) analysis of a primary source text.
 - b. *Short essay (15%):* An essay (c. 2 pages) that utilizes both your textbook and a primary source to answer a question provided by myself.
 - c. *Use of History Essay (20%):* A slightly longer essay (3-5 pages) that uses your textbook and at least one primary source to analyze a contemporary “use of history” (in a magazine or newspaper, for instance).
5. **Final Exam (20%):** The course concludes with a final take-home, open book essay exam on Parts 3-5 of the course. (Course objectives 1, 2, and 4)

Full details of all assignments, including specific instructions and grading rubrics, will be provided throughout the semester.

Grade Scale:

100-93% A
92-90% A-
87-89% B+
83-86% B
80-82% B-
77-79% C+
73-76% C

Note: Final grades will be “rounded” to the nearest grade (i.e. a 92.5 becomes an A).

Course Policies:

The Syllabus: I reserve the right to make changes to the syllabus. Such changes will be announced in advance via an announcement on Moodle and during live Zoom sessions.

Contacting Me: My contact information is listed at the top of the syllabus and on Moodle. The best way to get in touch with me is through e-mail (aross1@loyola.edu). In order to guarantee the most useful response, e-mails should include a clear subject, your name, the course the message is regarding, and your question or message. I generally respond to e-mails in the early afternoon on weekdays. If you have not heard back from me within one business day, feel free to send me another note. Do not hesitate to contact me should you have any questions or concerns, but I will not respond to queries that could be answered by reading the syllabus.

Office Hours: Office hours are for individual meetings about the course. We can review material, talk about assignments, go over drafts, or discuss any other concerns you may have. Office hours are listed at the top of the syllabus and on Moodle. There are three ways to see me in office hours. First, you can make an appointment via the link for Mondays and Tuesdays. Second, you can drop in to Zoom for a first-come, first-serve meeting on Wednesdays. Third, if you are unable to make those times or have an urgent matter, you can e-mail me for an appointment at another time.

Zoom Etiquette:

1. **Video:** While it is great to see everyone's faces, I understand that sometimes technological, familial, or personal barriers will prevent you from turning on your camera. That is fine. It is also fine if you have an unexpected visitor – whether animal or human. When your camera is on, please be sure you are fully clothed and that your background (either real or virtual) is appropriate for class. Remember that we can see behind you!
2. **Audio:** To enhance your time in class, I recommend wearing headphones. Doing so will reduce distractions at home, while also enhancing your ability to hear the class. When not speaking, please be sure to mute your microphone to eliminate background noise.
3. **Text Chat:** The Zoom chat function can be one of the most useful features of the platform. Use it to ask questions as I and your classmates speak, to discuss the material as it is presented, and/or to just touch base with your classmates. Two important points: First, chats are not private. Though I have tried to turn off private chats, it is worth noting that private chats will appear in a recorded transcript of the Zoom call. Second, be as respectful and polite in chat as you would in person.
4. **Video Chat:** Unlike in real life, Zoom doesn't play nice when we try to speak at the same time. Please raise your hand (either literally or on video) or use the chat and wait until you have been called on to speak. If you find seeing yourself on the screen to be distracting, [use these instructions to hide your video](#) (others will still be able to see you).
5. **Recording:** I will be recording live lectures and may record class discussion. Class sessions conducted via Zoom may be visually and audio-recorded for later reference by students and approved faculty and staff associated with the class (e.g., Messina instructors and administrator). Students who participate with their video-feeds activated or use a personal image on their Zoom profile acknowledge and agree that their videos

and/or profile images will be recorded. If you do not wish to have your video and/or profile image recorded, ensure that your camera is turned off and do not use a personal image on your Zoom profile. Likewise, any students who un-mute their audio during class and participate orally in class agree to have their voices recorded. If you do not wish to have your voice recorded in a class recording, ensure that you have muted your Zoom audio prior to the beginning of class.

6. **Other:** Reduce distractions by turning off notifications, other apps and browsers and by muting your phone (or by putting it in another room), but have the ebook, sourcebook, or other materials available. Feel free to eat and drink during class, but you may want to turn off video while doing so.

Classroom Environment: As in most college courses, this class encourages a high level of active engagement, sometimes with controversial and sensitive material. Some of this material may challenge received wisdom, contrast with your personal beliefs, or make you otherwise uncomfortable. Please help us foster an atmosphere that encourages critical reflection on and greater understanding of these issues by always remaining respectful to your peers, even when you disagree. I am always available to discuss course material or class discussion one-on-one during office hours or by appointment.

All student activities in the University, including this course, are governed by the [University's Community Standards](https://www.loyola.edu/departments/student-life/student-conduct) (<https://www.loyola.edu/departments/student-life/student-conduct>). Students who violate this code of conduct may be asked to leave the course and/or have their behavior reported to the administration.

Submission of Written Work: All written work and homework will be submitted on Moodle.

Late Assignments: *Extensions on assignments will be granted under most circumstances, provided you speak with me prior to the due date.* Assignments turned in late without my advance notice will receive a late penalty of one grade per day. Exams must be taken on the day they are scheduled. Make-ups will only be provided in the case of a true emergency (e.g. a hospital visit).

Academic Integrity: All students at Loyola are bound by the University's honor code and are expected to demonstrate the highest levels of academic integrity in all they can do. Forms of academic dishonesty include (but are not limited to):

1. Cheating (including copying from others' work)
2. Plagiarism (representing another person's words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
3. Falsification of documents
4. Disclosure of test or other assignment content to another student
5. Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members' involved
6. Unauthorized academic collaboration with others
7. Conspiracy to engage in academic misconduct.

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions in accordance with the University Honor Code.

In this course, instances of academic dishonesty may result in penalties up to and including failing the course referral to the Honor Council.

Loyola Resources and Policies:

Disabilities Support Services: If you are a student with a disability requesting accommodations for this course, please submit your Faculty Notification Email (FNE) request to Disability Support Services as soon as possible. After the FNE has been sent, please schedule a brief meeting with me during my office hours to discuss accommodations. If you need additional academic accommodations because of remote learning, please contact your DSS advisor immediately.

If you are not registered with DSS, but feel you might need accommodations or modifications for my course because of a physical, medical, emotional, or learning impairment, you must register with Disability Support Services. To register with DSS, or if you have questions about disability accommodations, please contact the Disability Support Services Office at (410) 617-2750 or dss@loyola.edu.

The Counseling Center supports the emotional well-being of the student body and is committed to a respectful understanding and honoring of the social, emotional, and cultural contexts represented by each individual student. The Counseling Center provides brief individual and group counseling, emergency and crisis intervention, and comprehensive referral services for those in need of longer-term therapy. During the COVID-19 pandemic, much of our service will be provided via telehealth in accordance with best health practices and state laws. Relevant updates and more information can be found on our webpage: www.loyola.edu/counselingcenter or by calling (410) 617-CARE (2273). To make an appointment, please call (410) 617-CARE (2273). For after-hours emergencies, please call our after-hours counselor at (410) 617-5530 or Campus Police at (410)617-5911. Let's Talk!

The Loyola Writing Center will be open for synchronous online appointments this Fall. Their full staff will be conducting tutoring appointments via Zoom every day except Saturdays. For information about the mechanics of online appointments or other questions concerning the Writing Center, please visit the website: <https://www.loyola.edu/department/writing-center>

The Study serves as Loyola University Maryland's academic support center. Our mission is to help Loyola students become successful, independent learners. We do this through a variety of free academic support services, such as peer and professional tutoring, academic success workshops, academic coaching, and time management and organization coaching. All fall 2020 services will be virtual. Students can register for any of these free services at The Study's website: www.loyola.edu/thestudy.

Students Facing Financial Hardship: Any student who has difficulty securing their food or housing is urged to contact Christina Spearman, the Dean of Students, at cjspearman1@loyola.edu or 410-617-5171. Loyola may have resources available to help.

Course Schedule

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
Part 1: Religion and the State							
Week 1: Aug 31 – Sept 4: Introductions	Mon		How to Register for InQuizitive with Moodle	Click the link to the History Skills Tutorial and register for InQuizitive	Introductions	Introduction s	History Skills Tutorial: Analyzing Primary Source Documents
	Wed	<i>Western Civilizations (WC)</i> , pp. 400-407		“First Day” Questionnaire	Why the year 1500?		
	Fri	Machiavelli, <i>The Prince</i> (in <i>Perspectives from the Past (PP)</i>), pp. 430-434		<i>The Prince</i> worksheet	Reading a Primary Source: <i>The Prince</i>		
Week 2: Sept 7 – Sept 11: The	Mon	No Class (Labor Day)					InQuizitive (IQ): Martin Luther and the
	Wed	<i>WC</i> , pp. 436-446			Introduction: The Protestant		

¹ Unless otherwise noted, all discussion board assignments include an initial post and then follow up post(s) the next week. Both due by Friday at 5:00p. See discussion board instructions on Moodle.

² Unless otherwise noted, all assignments are due on Fridays at 5p.

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
Protestant Reformation					Reformation and its Consequences		Reformation in Germany
	Fri	Martin Luther, <i>The Large Catechism</i> in <i>PP</i> , pp. 445-450			Discussion: Martin Luther		
Week 3: Sept 14 – Sept 18: Religious Conflict	Mon	<i>WC</i> , pp. 460-467	Reformation: The Individual Before God	<i>Reformation: The Individual Before God</i> Worksheet	None: Watch movie during this time.	The Reformation and Loyola University Maryland's Jesuit Mission	IQ: Religion and the State in Early Modern Europe
	Wed	Loyola, <i>Spiritual Exercises</i> in <i>PP</i> , pp. 463-466			Discussion: Catholics and Protestants		
	Fri	<i>WC</i> , pp. 477-492			Religious Conflict		
Week 4: Sept 21 – Sept 25: Absolutism and Constitutionalism	Mon	<i>WC</i> , pp. 508-518; Thomas Hobbes, <i>Leviathan</i> in <i>PP</i> , pp. 524-529		Primary Source Analysis Worksheet	Workshop: Primary Source Analysis		Primary Source Analysis (Martin Luther or Loyola)
	Wed	<i>WC</i> , pp. 518-522; John Locke, <i>Two</i>		Locke and Hobbes Worksheet	Discussion: The Question of Governance		

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
		<i>Treatises in PP</i> , 533-544					
	Fri				Part 1 Conclusion/Review		
Part 2: The Atlantic World							
Week 5: Sept 28 – Oct 2: Colonialism and the Atlantic World	Mon	<i>WC</i> , pp. 427-435			Introduction: The Age of Exploration and its Consequences	Should we memorialize Christopher Columbus?	IQ: Europe and the Atlantic World
	Wed	Christopher Columbus, Letter on His First Voyage, in <i>PP</i> , 414-418	“Christopher Columbus was a Murderous Moron.” <i>Adam Ruins Everything</i> , August 16, 2017		Discussion: The “Discovery” of the New World/Short Essay Assignment Introduced		
	Fri	<i>WC</i> 468-477			Mercantilism and Colonial Economies		
Week 6: Oct 5 – Oct 9: The Transatlantic Slave Trade	Mon	Equiano, <i>The Interesting Narrative</i> in <i>PP</i> , pp. 644-647			The Triangle Trade		History Skills Tutorial: Exploring a Map of the

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
	Wed	Ibram X. Kendi, "Chapter 3: Power," in How to be an Antiracist (New York: One World, 2019)			Discussion: Race and Slavery		Triangular Trade
	Fri				Part 2 Conclusion/Review		
Part 3: The Dual Revolution and its Consequences							
Week 7: Oct 12 – Oct 16: The Origins of the French Revolution	Mon	<i>WC</i> 566-579, Moses Mendelssohn, "What is Enlightenment?" in <i>PP</i> , pp. 627-629			Discussion: What is Enlightenment?	None	None
	Wed	<i>WC</i> 604-611; Abbé Emmanuel Sièyes, <i>What is the Third Estate ?</i> in <i>PP</i> , pp. 652-655			The French Revolution and its Significance		
	Fri	No Class (Fall Break)					

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
Week 8: Oct 19 – Oct 23: The French and Haitian Revolutions	Mon	<i>WC</i> 611-624; “Declaration of the Rights of Man and Citizen,” in <i>PP</i> , pp. 656-658; Olympe de Gouges, “Declaration of the Rights of Woman,” in <i>PP</i> , pp. 664-667			Discussion: The “Rights of Man”		IQ: The French Revolution Short Essay on Part 2
	Wed	“Address to the National Assembly in Favor of the Abolition of the Slave Trade,” in <i>PP</i> , pp. 658-660; “Haitian Declaration of Independence,” in <i>PP</i> , pp. 662-664	The Haitian Revolution, “You’re Dead to Me,” August 14, 2020 OR “ The Wrongful Death of Toussaint Louverture ,” <i>History Today</i> , June 6, 2020 (Includes full	Haitian Revolution Handout	None: Listen to one of the podcasts during class time		

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
			text for reading)				
	Fri	WC 624-635, 637-639			Discussion: The Haitian Revolution and Napoleon's Europe		
Week 9: Oct 26 – Oct 30: The Industrial Revolution	Mon	WC 640-655 and 694-699; Adam Smith, <i>The Wealth of Nations</i> in PP, pp. 688-693		Smith Worksheet	Discussion: The Industrial Revolution and Liberalism	Should France pay reparations to Haiti?	History Skills Tutorial: Examining the Effects of Industrialization in Britain
	Wed	WC 655-677 and 699-704; Marx and Engels, <i>Manifesto of the Communist Party</i> in PP, pp. 724-728		Marx and Engels Worksheet	Discussion: Marx and Socialism		
	Fri	None			Part 3 Wrap Up		
Part 4: The Era of Total War							
Week 10: Nov 2 – Nov 6: The Crisis of Liberalism	Mon	WC 704-706; 803-810; Emmeline Pankhurst, <i>Why We are Militant</i>			Nationalism, Mass Politics, and Feminism/Use of History Assignment Intro		IQ: Imperialism and Colonialism

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
		in <i>PP</i> , pp. 870-874					
	Tues	Election Day: Vote!					
	Wed	<i>WC</i> 758-785; Lin Tse-Hsü, "Letter to Queen Victoria," in <i>PP</i> , pp. 815-818; Rudyard Kipling, "The White Man's Burden," in <i>PP</i> , pp. 824-825			The New Imperialism		
	Fri.	<i>WC</i> 836-862	World War I: Clash of Empires	WWI Worksheet	None: Watch documentary during class time		
Week 11: Nov 9 – Nov 13: Interwar Crisis	Mon	The Trench Poets of the First World War in <i>PP</i> , pp. 897-898; Vera Brittain, <i>Testament of Youth</i> in <i>PP</i> , pp. 906-909			Discussion: World War I	Why are socialism and nationalism having a resurgence today?	IQ: World War I and the Russian Revolution

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
	Wed	<i>WC</i> 862-866 and 876-886; Order Number One in <i>PP</i> , pp. 921-922; Alexandra Kollontai, <i>Autobiography of a Sexually Emancipated Communist Woman</i> in <i>PP</i> , pp. 924-927			The Russian Revolution		
	Fri.	<i>WC</i> , pp. 866-875 and 886-895; Benito Mussolini, “Born of a Need for Action” in <i>PP</i> , pp. 932-935		Mussolini Worksheet	Discussion: What is Fascism?		
Week 12: Nov 16 – Nov 20: World War II	Mon	<i>WC</i> 914-926			World War II		History Skills Tutorial: Understanding the Scope of Holocaust Atrocities
	Wed	<i>WC</i> 926-946	<i>The Path to Nazi Genocide</i>	Documentary Worksheet	None: Watch documentary during class time		
	Fri	<i>WC</i> 946-955; <i>Trials of War Criminals</i> in			Discussion: The Holocaust		

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
		<i>PP</i> , pp. 955-959; Tadataka Kuribayashi, A Child's Experience in <i>PP</i> , pp. 959-963					
Week 13: Nov 23 – Nov 27: The Aftermath of World War II	Mon	<i>WC</i> 956-965; Charter of the UN in <i>PP</i> , pp. 963-964;			Post-War Settlement/Part 4 Wrap Up	Conclusions	
Part 5: Europe in a Globalizing World							
	Wed	Thanksgiving Break					None
	Fri	Thanksgiving Break					
Week 14: Nov 30 – Dec 4: The Cold War and Globalization	Mon	Winston Churchill, "The Sinews of Peace" in <i>PP</i> , pp. 972-974	Documentary : Cold War Propaganda		The Cold War/Discussion of Final Exam		None: Work on Use of History Assignment
	Wed	<i>WC</i> 976-986; Mahatma Gandhi, <i>The Essential Writings</i> in <i>PP</i> , pp. 996-1000 and Frantz Fanon, <i>The</i>		Gandhi and Fanon Handout	Decolonization		

Week	Day	To Do Before Class (Unless Otherwise Noted)			Zoom Topic/Activity	Discussion Board Topic ¹	Assignments Due ²
		Read	Watch/Listen	Prepare			
		<i>Wretched of the Earth</i> in <i>PP</i> , pp. 1000-1004					
	Fri	<i>WC</i> 1032-1035 and 1046-1069; Angela Merkel, “Speech to the European Parliament, 2018” in <i>PP</i> , pp. 1019-1023			Discussion: Where do we go from here?		
Week 15: Dec 7 – Dec. 8	Mon				No Class: Final Exam Available		Use of History Assignment Due Last Day of Class
<i>Friday, December 11 at noon (our scheduled final exam time): Final Exam Due</i>							