History 202
Fall Semester 2011
Section 1: B002 JFSB
MWF at 10:00 am - 10:50 am

Instructor: Kirk Larsen
Office: 2151 JFSB
Office Hours: T 3:30-4:30 pm
F 8:45-9:45 am
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Name: Nanci Johnson
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Description
An introductory examination of the history of the world from 1500 to the present. Given the impossibility of providing cursory let alone comprehensive coverage of such a large area and such a long time, this course will focus primarily on major themes and issues of global relevance. These include nationalism and the rise of the nation-state, industrialization, imperialism, modernization, globalization, and the environment. No previous experience with or exposure to world history is required. However, enthusiastic and engaged participation in the course—its readings, written assignments, quizzes and exams—will result in the acquisition of a clearer picture of how the world has changed (and not changed) over the past five centuries.

Texts & Materials

*Traditions and Encounters: A Brief Global History, Volume II: 1500 to Present (2nd)*
By Bentley, Jerry; Ziegler, Herbert; Streets-Salter, Heather

*The Human Record, Sources of Global History, Volume II: Since 1500 (Sixth)*
By Andrea, Alfred; Overfield, James
Houghton Mifflin (2009)

Learning Outcomes

- **Historical and Geographical Knowledge**
  Demonstrate a basic geographical knowledge of the world, and more importantly, develop the ability to discuss how geographical and environmental realities, as well as cross-regional interactions, have impacted historical development.

- **Historical Comparisons**
  Be able to identify major societies of the post-1500 C.E. era and make historical comparisons between them, in regard to political systems, trade and economics, social structures, religious beliefs, and gender roles.

- **Cultural Works and Values**
  Gain an appreciation of influential cultural works produced in a variety of modern societies and through them come to a clearer understanding of the fundamental values held by past peoples—including, how they understood the natural world, what it meant to be human, and their relationship with the divine.

- **Critical Analysis**
  Be able to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.

- **Analytical Reading**
  Be able to read, analyze, and discuss both primary and secondary source documents dealing with world history (post-1500 C.E.).

- **Analytical Writing**
  Improve the clarity and grace of analytical writing.

- **Lifelong Learning**
  Recognize and be able to apply the tools necessary for a lifelong appreciation of the study of world history.

- **Historical Literacy**
  "Basic literacy" in world history. In order for you to make sense of the vast and complex forces that shaped the modern transformation of the world, it is important to be able to identify, recognize and memorize basic geography and chronology as well as important dates, figures, events and processes. These facts and figures do not constitute history any more than the alphabet constitutes literature. Yet, without a firm grasp of them, understanding the history of the world becomes an extremely difficult task.

- **Historical Method**
  An understanding of the historical method, how historians use theories and evidence to write history and the perils and promises of historiography.
The Past in the Present
A clear understanding of how the past and our understanding of the past have shaped present developments, issues and problems.

Grading Scale

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Point Breakdown

<table>
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<tr>
<th>Assignments</th>
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<tr>
<td>In-class quizzes</td>
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<tr>
<td>Short response papers (8)</td>
<td>24</td>
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<tr>
<td>Mid-term exam</td>
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<td>Final exam</td>
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<td>Total Percent</td>
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BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that ‘character is the highest aim of education’ (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student’s own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student’s own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.
Mid-term and final exams

The mid-term exam will be held in the Testing Center during the period Oct. 20-22. You are responsible to inform yourself of Testing Center hours and policies and to schedule your time so as to be able to devote adequate time to completing the exam (recommended time: three (3) hours)

The final exam will be held in class on Wednesday, December 14 (11:00 a.m. to 2:00 p.m.). Do NOT purchase a plane ticket or make other plans that will conflict with this time and date!

The mid-term and the final exams will follow the same format:

Section I: Multiple-choice questions. Drawn largely (but not exclusively) from the multiple-choice questions that accompany each chapter in the online study guide to the Bentley and Ziegler textbook [http://highered.mcgraw-hill.com/sites/0073385514/student_view0/index.html](http://highered.mcgraw-hill.com/sites/0073385514/student_view0/index.html)

Note that the multiple-choice questions for the final exam will be cumulative but weighted more heavily to the second half of the course.

Section II: Identification terms. Be able to recognize and briefly identify and indicate the significance of designated terms. A perfect answer will include all of the following:

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* a single sentence (or two at most) that clearly identifies the term (indicating, whenever appropriate, time, location, etc.).
* a single sentence (or two at most) that demonstrates the significance of the term.
* supporting and/or additional detail.

In all cases, sentences that are precise, detailed (including dates!) and descriptive are vastly preferred. Full sentences are not required (e.g. “bullet form” answers are acceptable)

Example: George Washington

“Resolute commander of the Continental Army (1775-1783) and revered first President of the United States (1789-1797)”

is much better than an identifying sentence than

“Revolutionary War general and American President”

which, in turn, is better than either

“Gentleman farmer at Mt. Vernon” or “Important American leader.”

Similarly,

“Inspirational leadership (Valley Forge) and daring tactics (crossing the Delaware) helped defeat the British. Decision to step down after two terms strengthened the republican foundation of the United States”

is vastly preferable as an expression of significance to

“Regarded as ‘father’ of the United States.”

Once you complete the identification and significance portions of your answer, then it is time for you to demonstrate your vast store of knowledge by providing supporting and additional detail (Mt. Vernon, French and Indian War, wooden teeth (but not really), surveyor as a youth, warned against entangling alliances etc. etc.). The more of this you can provide (within reason), the better.

Information concerning these terms can be found in course textbooks (Traditions and Encounters), course lectures and The Human Record. No additional outside research is expected or required.

I/D terms for mid-term exam

Absolute monarchy
Akbar
Aztec Empire
Simon Bolivar
British Empire
Christopher Columbus
Confucianism
Congress of Vienna
Charles Darwin
Enlightenment
Olaudah Equiano
French Revolution
Galileo Galilei
Vasco da Gama
Haitian Revolution
Hideyoshi Toyotomi
Kangxi Emperor
Lisbon Earthquake
Little Ice Age
John Locke
Martin Luther
Karl Marx
Meiji Restoration
Mughal Empire
Napoleon Bonaparte
Isaac Newton
Afonso I (Nzinga Mbuya)
Opium War
Ottoman Empire
Peter the Great
Portuguese Empire
Potosí
Protestant Reformation
Qianlong Emperor
Cecil Rhodes
Jean-Jacques Rousseau
Scientific Revolution
Shia Islam
Adam Smith
Songhay Empire
Smallpox
Sugar
Suleyman (Suleiman) I
Thirty Years War
Tokugawa Shogunate
Treaty of Westphalia

I/D terms for final exam
Age of Anxiety
Apartheid
Mustafa Kemal “Ataturk”
Berlin
Bolshevik Revolution
Cuban Missile Crisis
Deng Xiaoping
European Union
Fascism
Sigmund Freud
Mohandas Gandhi
GATT
Mikhail Gorbachev
Great Leap Forward
Great Depression
Green Revolution
Information Revolution
Jiang Jieshi (Chiang Kai-shek)
Ayatollah Ruhollah Khomeini
Martin Luther King
Korean War
Osama bin Laden
Vladimir Ilyich Lenin
Nelson Mandela
Mao Zedong
Benito Mussolini
Mutually Assured Destruction (MAD)
Gamal Abdel Nasser
Nazi Germany
Jawaharlal Nehru
New Deal
OPEC
Juan and Eva Peron
Ronald Reagan
Franklin Delano Roosevelt
Augusto Cesar Sandino
Schlieffen Plan
Space Race
Josef Stalin
Total War
Truman Doctrine
Treaty of Versailles
Vietnam War
Women's Suffrage
Woodrow Wilson
Yugoslavia

Section III: Essay questions

Drawn from the list below. You will be allowed to choose your essay question from a list of two or three potential questions. Be sure that your essay is or does the following (in descending order of importance):

---answers the question(s). **Everything** in the essay should speak directly to answering the question(s) posed. Don’t simply list everything you know about the topic unless you can demonstrate why and how it helps answer the question. Make it easy for the reader by concisely stating your answer to the question (in no more than a sentence or two) in the introduction to the essay.
---is well and thoroughly supported by specific evidence and your own analysis. In most if not all cases, there is no single “correct” answer to these questions. There are, however, well-supported and not-so-well-supported answers. Whether your essay is persuasive will largely depend on the degree to which you can mobilize evidence and your own thought and reasoning to support your conclusions. The more specific and precise you can be in terms of names, dates, events and phenomena etc. the better.
---is clearly organized with an introduction (that states your main thesis or argument), main body and conclusion.
---is grammatically and syntactically correct. Take your time to avoid distracting mistakes.

Mid-term essay questions

What is the Columbian Exchange? How did the Columbian Exchange shape subsequent global history?

What is the Atlantic Slave Trade? How and why did it begin, expand and end? What were its influences on Eurasia, Africa and the Americas?

What is the Industrial Revolution? When, where and why did it come to pass? How did it change the world?

How did nationalism and the rise of the nation-state influence the history of the world during the period 1500-1900? On balance, was this influence beneficial or detrimental?

What is imperialism and/or colonialism? How did it shape world history in the period 1500-1900?

What is the "age of revolution"? How did it influence and shape the world?

Final exam essay questions

Explain the origins, course and consequences of World War I

Explain the origins, course and consequences of World War II

Explain the origins, course and consequences of the Cold War

Describe the trajectory of industrialization in the 20th century. Why were some nations and peoples able to industrialize while others have yet to do so?

How and why did decolonization take place? What are the most significant results of decolonization?

Describe socialism and its influence on the world.

Is nationalism still relevant in the 20th and 21st centuries? Why or why not?

Explain the most significant features of the interaction between humans and their environment during the period 1500-present. How did this interaction change over time?

What is globalization? When and how did it begin? Has globalization been beneficial or detrimental to the world? Explain and defend your answer.
Assignment Descriptions

QUIZZES:
--Quizzes will be held on a random basis (with the exception of the Map Quiz which will be held on September 7).
--Quizzes will cover assigned readings, the main points of previous lectures and/or your own thoughts or responses to issues and themes of the course.
--Much of the material for quizzes (both in-class and on the exams) will be drawn from Traditions and Encounters’ on-line learning center.  (http://highered.mcgraw-hill.com/sites/0073385514/student_view0/index.html). Pay particular attention to the multiple-choice quiz that accompanies each chapter.
--The material covered in quizzes is cumulative. In other words, anything we have covered previously in the course is fair game. However, the bulk of the material will come from the readings and lectures completed since the last quiz.
--Regardless of how any quizzes we will have, I will automatically drop your three lowest quiz scores, no questions asked.
--For ease of recording, all quizzes will be graded on a 10-point scale. However, this does not mean that each quiz is worth ten points of your final grade. The actual worth of each quiz will depend on how many quizzes are actually given and taken.

MAP QUIZ:
Be able to identify and locate the following features, places, etc. on a map. To be held in class on September 7.

Baltic Sea
Black Sea
Mediterranean Sea
Cape Horn
Cape of Good Hope
Straits of Hormuz
Straits of Malacca
Suez Canal
Panama Canal

Nile River
Congo River
Amazon River
Mississippi/Missouri River
Yellow River
Yangtze River (Yangzi River)
Ganges River
Indus River
Mekong River
Volga River
Rhine River

Mexico City
Buenos Aires
Rio de Janeiro
Lima
New York City
Lagos
Cairo
Mecca
Calcutta
Bombay (Mumbai)
Beijing (Peking)
Hong Kong
Singapore
Tokyo
Madrid
Berlin
Paris
London
Genoa
Rome
Moscow

Japan
Philippines
Indonesia
Madagascar
Sri Lanka (Ceylon)
Azores
Hispaniola
Hawaii
New Guinea
New Zealand
Ireland
Galapagos Islands
SHORT RESPONSE PAPERS

*The Human Record* is a collection of primary source materials related to the history of the world since 1500. As such it offers interesting and illuminating glimpses into the past as it was perceived and recorded by some of the people who lived it. You are expected to read all of the assigned portions of *The Human Record* before coming to class. In addition, in order to facilitate a deeper level of engagement with the material, you are also required to do the following:

I) Select one of the assigned readings from Andrea and Overfield’s *The Human Record* (see course schedule for assigned readings) and answer the related “Questions for Analysis.” Note the following specific criteria and requirements:
--Response paper must include your full name, the name and section of this class and the date.
--Response paper must clearly indicate which short response paper it is and which particular reading and “Questions for Analysis” you have selected (please don’t make me guess).
--Response paper must be type-written/printed in a clear and reasonably sized font.

Example of proper format

Your Name Here
History 202.1
September 17, 2010

Short Response Paper #2: Martin Luther, “Table Talk” (*The Human Record*, 8-11)

(followed by main body of paper)

--Response paper must clearly answer all of the “Questions for Analysis” attached to your selected reading. The paper must also clearly convey the reasoning (the “why”) behind your answers.
--You must complete all the reading required to answer all of the questions (even in the case of questions which ask you to compare two readings).
--If you cite a specific word, phrase, or passage from the assigned readings, indicate to the reader that you have done so by using proper citation (e.g. quotation marks, indication of page numbers etc.). Citation should follow a recognized standard format (MLA, Turabian etc.).

II) While you are certainly welcome to tie all the “Questions for Analysis” together in a single, coherent essay, this is not required. Simply answering each question in order is more than sufficient. In most cases, the questions should be easily answerable in no more than three pages.

III) Submission deadlines. Papers are due at the start of class on designated due dates. Absent a documented medical or family emergency, late papers will not be accepted.

Sept 9: **Short Response Paper #1**: “Multiple Voices I: European Views of Native Americans” (*The Human Record*, 37-43).
Sept 21: **Short Response Paper #2**: Author’s choice. Choose one (1) of the readings in *The Human Record* assigned to be read on or before this date and answer the “Questions for Analysis.”
Oct 3: **Short Response Paper #3**: Author’s choice.
Oct 14: **Short Response Paper #4**: “Multiple Voices VI: The Loosening of Tradition: Feminist Voices in Egypt, Iran, China, and Japan” (*The Human Record*, 335-341).
Oct 31: **Short Response Paper #5**: Author’s choice.
Nov 21: **Short Response Paper #7**: Author’s choice.
Dec 7: **Short Response Paper #8**: “The Big picture”: Is the world a better place in 2010 than it was in 1750? Defend your answer with specific examples and detail. Be sure to think globally!

IV) Short Response Papers will be graded on whether they adhere to the requirements listed above. Papers that contain excessive grammatical or syntactical errors, demonstrate an unduly desultory approach to the subject, or otherwise fail to adhere to the requirements may be awarded reduced or no credit.

VI Short Response Papers, while short, should be taken seriously as exercises in formal academic analysis and writing. Please do NOT mistake “short” for excessively informal or colloquial.
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<th>Topics</th>
<th>Assignments</th>
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<tr>
<td>M - Aug 29</td>
<td>Introduction</td>
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| W - Aug 31 | Early European Navigation and Exploration | *Traditions and Encounters*, Chapter 19: Transoceanic Encounters and Global Connections  
The Human Record, P-1-P-15; 100-109 | -                             |
| F - Sep 2  | The Columbian Exchange                      | *Traditions and Encounters*, Chapter 21: New Worlds: The Americas and Oceania  
The Human Record, 37-43, 110-128 | -                             |
| M - Sep 5  | Labor Day                                   | No class                                                                    | -                             |
| W - Sep 7  | The Columbian Exchange (cont.)              | *Traditions and Encounters*, Chapter 22: Africa and the Atlantic World       | Map quiz                      |
| F - Sep 9  | A Multi-polar World: Islamic Empires        | *Traditions and Encounters*, Chapter 24: The Islamic Empires                | *Short Response Paper #1:  
"Multiple Voices I: European Views of Native Americans" (The Human Record, 37-43) |
| M - Sep 12 | A Multi-polar World: East Asia              | *Traditions and Encounters*, Chapter 23: Tradition and Change in East Asia  
The Human Record, 70-92         | -                             |
| W - Sep 14 | A Multi-polar World: Oceania, Africa etc.   | -                                                                           | -                             |
| F - Sep 16 | Change and Transformation in Europe         | *Traditions and Encounters*, Chapter 20: The Transformation of Europe       | -                             |
| M - Sep 19 | Wrapping up the Early Modern World          | -                                                                           | -                             |
| W - Sep 21 | Wrapping up (cont.)                        | -                                                                           | *Short Response Paper #2:  
Author’s choice.                      |
| F - Sep 23 | Revolutions                                 | *Traditions and Encounters*, 25: Revolutions and National States in the Atlantic World  
The Human Record, 144-150, 155-169 | -                             |
| M - Sep 26 | Revolutions II                              | *Traditions and Encounters* 27: The Americas in the Age of Independence     | -                             |
| W - Sep 28 | Nation-states and Nationalism               | *The Human Record*, 275-283                                                | -                             |
| F - Sep 30 | Nationalism, Custom and Tradition          | -                                                                           | -                             |
| M - Oct 3  | The Industrial Revolution                  | *Traditions and Encounters* 26: The Making of Industrial Society           | *Short Response Paper #3:  
Author’s choice.                      |
| W - Oct 5  | Industrialization (cont.)                   | *The Human Record*, 151-154, 239-253  
William Wordsworth: *"The Excursion"*, 1814, | -                             |
<p>| F - Oct 7  | Imperialism                                 | <em>Traditions and Encounters</em> 28: The Building of Global Empires             | -                             |
| M - Oct 10 | Imperialism (cont.)                        | <em>The Human Record</em>, 284-309, 388-394                                       | -                             |
| W - Oct 12 | Societies at Crossroads                    | <em>The Human Record</em>, 170-188                                                | -                             |</p>
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<td>F - Oct 14</td>
<td>Social Change (cont.)</td>
<td><em>The Human Record</em>, 335-341</td>
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<td>M - Oct 17</td>
<td>Wrapping up 19th century</td>
<td>-</td>
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<td>W - Oct 19</td>
<td>Mid-term Review</td>
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<td>F - Oct 21</td>
<td>Mid-term Exam (take in the Testing Center between Oct. 20 and Oct. 22)</td>
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<td>Mid-term exam</td>
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<td>The Great War</td>
<td><em>Traditions and Encounters</em>: The Great War: The World in Upheaval</td>
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<td>The Great War (cont.)</td>
<td><em>The Human Record</em>, 343-355</td>
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<td>F - Oct 28</td>
<td>The Age of Anxiety</td>
<td><em>Traditions and Encounters</em>: An Age of Anxiety</td>
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<td>W - Nov 2</td>
<td>Fascism</td>
<td><em>The Human Record</em>, 362-371</td>
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<td>F - Nov 4</td>
<td>Nationalism and Imperialism in the Modern World</td>
<td><em>Traditions and Encounters</em>: Nationalism and Political Identities in Asia, Africa and Latin America</td>
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<td>M - Nov 7</td>
<td>WWII</td>
<td><em>Traditions and Encounters</em>: New Conflagrations: World War II</td>
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<td>The Cold War</td>
<td><em>Traditions and Encounters</em>: The Cold War and Decolonization 657-666, 677-683 <em>The Human Record</em>, 427-437</td>
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<td>The Cold War (cont.)</td>
<td><em>The Human Record</em>, 454-463</td>
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<td>W - Nov 16</td>
<td>Decolonization</td>
<td><em>Traditions and Encounters</em>: The Cold War and Decolonization, 666-677</td>
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<td>Decolonization (cont.)</td>
<td><em>The Human Record</em>, 403-418, 437-454</td>
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<td>The Rise of Asia</td>
<td>Ezra Vogel, <em>Japan as Number One</em>, 9-23 Ezra Vogel, <em>The Four Little Dragons</em>, 1-12</td>
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<td>Modern Asia (cont.)</td>
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<td>Thanksgiving Break</td>
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<td>F - Nov 25</td>
<td>Thanksgiving Break</td>
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<td>What Happened to the Environment?</td>
<td>Global Warming [PBS Special trailer Bjorn Lomborg, Interview]</td>
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<td>The March of Freedom</td>
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<td>F - Dec 2</td>
<td>The Information Revolution and Beyond</td>
<td>Traditions and Encounters 34: A World without Borders</td>
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<td>M - Dec 5</td>
<td>Globalization and Beyond</td>
<td>The Human Record, 463-488</td>
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<td>W - Dec 7</td>
<td>Last Day of Class: Wrapping up</td>
<td>-</td>
<td>Short Response Paper #8: “The big picture”: Is the world a better place in 2010 than it was in 1750? Defend your answer with specific examples and detail. Be sure to think globally!</td>
</tr>
<tr>
<td>F - Dec 9</td>
<td>Exam Preparation Day</td>
<td>No class</td>
<td>-</td>
</tr>
<tr>
<td>W - Dec 14</td>
<td>Final Exam in class (11:00 am - 2:00 pm).</td>
<td>-</td>
<td>Final exam</td>
</tr>
</tbody>
</table>