

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number HIST 131 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

The Department of History and Global Studies proposes the inclusion of the following course to the newly Created Historical Literacy menu in the University Requirements:

HIST 131 – Global Connections

(Please see attached explanation and syllabus.)

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³								Board of Trustees
Change to a Degree Plan		Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost	
1.	University Requirements — Change in approved course content ⁶	A	A	A		A			A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A		A			A	A
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--		A			A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A		A			A	A
5.	Major — Revision of major ^{4,5}	A	A	A		A			A	--
6.	Major — Adopt or change admission requirements	A	A	A		A			A	--
7.	Major — Add ^{4,5}	A	A	A		A			A	A
8.	Major — Discontinue (proposed by the department or college)	A	A	A		A			A	A
9.	Major — Discontinue (proposed by the Provost)				See below.					
10.	GPA — Revise major or cumulative requirement	A	A	A		A			A	A
11.	Minor — Revise course selection	A	A	A		I			I	--
12.	Minor — Add	A	A	A		A			A	--
13.	Minor — Discontinue (proposed by the department or college)	A	A	A		A			A	--
14.	Minor — Discontinue (proposed by the Provost)				See below.					
15.	Degree — Add	A	A	A		A			A	A
16.	Degree — Discontinue (proposed by the department or college)	A	A	A		A			A	A
17.	Degree — Discontinue (proposed by the Provost)				See below.					
18.	Any change to a graduate degree program	A	A	A		A			A	--

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R		A		--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R		A		A	A	I

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COUNCIL³

	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A	A
2.	Admission requirements	--	--	--		A		A	A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A	A
5.	Other academic policy changes	--	--	--		A		A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

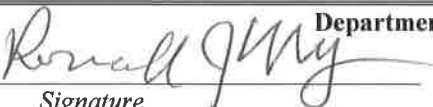
⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 1-29-16

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
	2/8/16
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

HIST 131 – Historical Literacy

As approved by the UGEC and UUAC in January 2016, courses that satisfy the 3-hour Historical Literacy Requirement must fulfill the following criteria. [Note to Council members: Color-coding of the criteria shows their correspondence to SLO's and Measurements from the course syllabus (below).]

1. Students will demonstrate broad knowledge of key historical events, personalities, movements, themes, patterns, and ideas that have influenced human civilizations, including issues of gender and social diversity.
2. Students will encounter and analyze primary sources in their historical context.
3. Students will discuss broad historical themes of causation, continuity, and change and apply these themes to significant turning points in history.
4. Students will recognize and critique the process of historical narrative creation in public memory (i.e. in museums, public memorials, canons, and historiography).

Student Learning Outcomes & their Measurement

Competency	Measurement
<i>Students will successfully ...</i>	<i>... through the following exercises.</i>
Demonstrate broad knowledge of key historical events, patterns, and themes of world history, including issues of gender and social diversity.	Mid-term and final exams require students to demonstrate knowledge of key individuals and events, place them in correct chronological order, and write essay responses related to major themes and patterns. Response papers on <i>Ordeal of Elizabeth Marsh</i> and <i>Shen Fu's Six Records of a Floating Life</i> engage directly with issues of gender and social diversity.
Interpret historical documents in their historical contexts.	In assigned groups, students will prepare a presentation and lead the class in discussion over a set of primary documents or artifacts in their historical contexts.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in world history.	In mid-term and final exams, critically explain cause and effect, make arguments for continuity vs. change, or justify periodization.
Examine and critique the process of historical narrative creation in public memory.	In group presentations and Artifacts of World History research papers, students must critically discuss the acquisition, display, and interpretation of artifacts and world heritage sites in museum settings.

HIST 131 World History: Cultures and Connections since 1400

Professor: Dr. Kelly Elliott
Office: Admin 324C
Contact: kelly.elliott@acu.edu, 501-593-0611
Office hours: MWF 8:15-8:45, Tuesday 1-4

Fall 2015
TR 9:30-10:50
Admin 321
3 credit hours

Course Description: This course provides a survey of the economic, political, and cultural interactions between major world regions and civilizations from the fifteenth century to the present, with attention to major global processes and movements.

Historians increasingly give attention in their research and teaching to global connections, interactions, and interdependencies. Emphasis on the nation-state has receded, while interest in regional and global identities increases. This course in World History serves as an entry point to Global Studies, an area of analysis located at the intersection of the social sciences, natural sciences, and the humanities. Employing tools from the academic discipline of History, we will raise questions about the historical processes that have shaped our contemporary world.

The student who successfully completes this course will be able to demonstrate an understanding of the modern world, with particular attention to the periodic intensification and contraction of global interactions, as well as awareness of the relationship between economic activity, technological innovation, political forms, ecological change, and social ideologies. He or she will also be conversant with the scholarly literature and debates regarding the relative merits of World History versus Western Civilization (and vice versa) as the focus of academic attention.

Pedagogical Approach: This course will be taught through a combination of pedagogies in an effort to engage students and their multiple learning styles in a variety of ways. Tuesday classes will introduce new material, providing overviews of major historical processes and events and giving necessary context. On a typical Tuesday, students can expect a combination of lecture and discussion led by the professor. Thursday classes will serve as a time for more specific application, case studies, and student-driven learning. Most Thursday classes will begin with a student presentation and student-led discussion over a primary source or set of sources of world history related to what was discussed during the previous class. The remainder of the time could include group work with documents, class discussion of assigned scholarly articles or chapters, in-class debate, or art, music, and film analysis. It is my hope that this combination of pedagogies will promote greater classroom community and engagement, and help all of us to be more active learners.

Purpose of this course: To promote global citizenship, historical curiosity and cultural sensitivity. This course should deepen our understanding of ourselves and our ways of looking at the world.

Student Learning Outcomes & their Measurement

Competency <i>Students will successfully</i>	Measurement ... through the following exercises.
Demonstrate broad knowledge of key historical events, patterns, and themes of world history, including issues of gender and social diversity.	Mid-term and final exams require students to demonstrate knowledge of key individuals and events, place them in correct chronological order, and write essay responses related to major themes and patterns. Response papers on <i>Ordeal of Elizabeth Marsh</i> and <i>Shen Fu's Six Records of a Floating Life</i> engage directly with issues of gender and social diversity.
Interpret historical documents in their historical contexts.	In assigned groups, students will prepare a presentation and lead the class in discussion over a set of primary documents or artifacts in their historical contexts.
Demonstrate the ability to apply categories like causality and/or continuity vs. change to their analysis of themes in world history history.	In mid-term and final exams, critically explain cause and effect, make arguments for continuity vs. change, or justify periodization.
Examine and critique the process of historical narrative creation in public memory.	In group presentations and Artifacts of World History research papers, students must critically discuss the acquisition, display, and interpretation of artifacts and world heritage sites in museum settings.
Explain the historic interaction between varieties of religious culture, including Islam, Confucianism, Hinduism, Christianity, and Buddhism	In-class discussion of ancient religious texts, missionary documents, and recent news stories; exam questions
Describe the role of both technological and ecological factors in migration, imperialism, and population decline, exploring themes of causality and change over time	Reading responses to and class discussions of Crosby's "Columbian Exchange" and Headrick's "Malaria, Quinine, and the Penetration of Africa"
Comparatively evaluate the role of gender and class within the major world empires of the modern era, with particular attention to racial and ethnic minorities and women	<i>Ordeal of Elizabeth Marsh</i> response paper; class discussion of and responses to readings, especially <i>Shen Fu, Six Records of a Floating Life</i>

What I expect of you: This course is designed for entry-level students and may be used to satisfy Core requirements in Social Science or Cultural Awareness, or Historical Literacy. It is a required course for the Global Studies major. Note that the format of this class, with contextual/overview lectures on Tuesdays and in-class work on Thursdays, makes it *crucial* that students attend class and participate. If you have mitigating circumstances come up, please contact me as soon as possible so that I can help you! Students should come to class on time, prepared, and ready to engage in thoughtful discussion. Turn assignments in on time. I will communicate with you through your ACU email addresses; please check them regularly.

What you may expect of me: I will come to class prepared to make the coursework as clear and as interesting as I can. I will listen willingly to suggestions or comments on the course, when appropriate. I will start class on time and let you out on time. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will be available to assist you in any way that I can. Email is the best way to reach me, and I will do my best to respond to emails within 24 hours. You are also welcome to text or call my cell phone (number provided above) before 10pm. I am always glad to meet with you during office hours or by appointment.

Mission Statements: The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. ACU's College of Arts and Sciences mission is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The Department of History and Global Studies' mission is to examine the experiences of humankind, stimulate thought concerning various institutions and ideas, and promote ethical standards in keeping with the Christian faith.

Christian Perspective: This course is taught from a perspective of Christian faith. History students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it, while exercising cultural sensitivity to other systems of belief. As the professor, I will always try to be transparent about my own faith and how history informs that.

I will be happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics. Please come and see me—I would be delighted to get to know you better!

"Come now, let us reason together," says the Lord. Isaiah 1:18

Required texts:

Robert Strayer, *Ways of the World: A Brief Global History with Sources*, Vol.2 (Since 1500). 2nd ed. Boston & New York: Bedford/St. Martin's, 2013. ISBN-13: 978-1-4576-2204-5.

Shen Fu, *Six Records of a Floating Life*. Penguin.

Linda Colley, *The Ordeal of Elizabeth Marsh: A Woman in World History*. Random House, 2007.

Online materials:

Selected scholarly assessments of world history, including Alfred Crosby's essay "Columbus, the Columbian Exchange, and their Historians" from *Islamic and European Expansion* and Daniel Headrick's chapter "Malaria, Quinine, and the Penetration of Africa" from Headrick's book *The Tools of Empire*, and Linda Colley, "War and a New World" from *Captives*.

Primary sources to be discussed in class will also be available on Canvas.

A large portion of class time will be spent in discussing readings, and students must read carefully to do well in this class. Tests will be drawn from lecture/discussion material AND from the required texts. You should not be able to succeed in the course without completing assigned readings.

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to the students.

Attendance/Participation: In-class discussion is a major component of this course; therefore, regular attendance is crucial. Habitual absences will result in loss of participation points. Any student who misses more than twenty percent of the course (six absences, excused or unexcused) will be dropped with a grade of WF.

Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will also lose participation points (e.g., "I agree with what Jack said," is not a substantive contribution.) Please be aware that the participation section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade. Habitual talking, cell phone disruption, texting, and/or internet surfing will result in loss of participation points.

Grading/exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two multiple-choice exams. It is recommended that students use the outlines and key terms on Canvas to study for exams.

Final grades for the course will be based on the percentage of points earned out of total possible points.

Breakdown of grading, for 1000 total points:

90 points attendance and participation in class dialogue
150 points Response Paper – *Shen Fu*
60 points Reading Responses (three at 20 points each)
200 points Sources of World History Research Paper
100 points Sources of World History Presentation
400 points exams (200 Midterm, 200 Final Exam)

Grade scale:

A = 100-90 B = 89-80 C = 79-70 D = 69-60 F = 59 and below

Assignments:

Ordeal of Elizabeth Marsh Response Paper: Students will write a response paper to the major assigned secondary text, *The Ordeal of Elizabeth Marsh*. A detailed prompt will

be provided in class. Papers will be about 1500 words in length and are worth 150 points.

Sources of World History research paper and presentation: Students will be assigned a primary source—perhaps a text or set of texts, a physical artifact, or something else—and will research and write a 4- to 5-page research paper in order to describe, contextualize, and assess the significance of the source(s) as evidence of course themes, which may include global interactions and movements, the influence of technology and ecology on migration, imperialism, and population decline, interactions between different religious worldviews, and the role of class and gender in the experience of minorities in world empires. Final papers should contain footnotes and bibliography according to the format outlined in the *Chicago Manual of Style*. Please be very careful not to plagiarize. The *Chicago Manual* is available in electronic form on the Brown Library website. The research paper portion of this assignment is worth 200 points. Final papers are due Tuesday, 24 November.

In assigned groups, students will use their research on their primary source(s) to create a presentation and a set of questions or activities for class discussion, to be given in class at the relevant time. Presentations should showcase the individual research of each student, but should also bring the research of all participating students together by making a coherent, holistic argument about how this source connects to our broader themes. Grades for the presentation will be based on individual quality of research, preparation for the presentation, and thoughtfulness of discussion, as well as the work of the group as a whole. All students in the group are required to hand in a written assessment of each of the other group members on the day of the presentation. This will help ensure that one group member doesn't bear the burden of the work. The group should also turn in one hard copy of notes for the presentation, a bibliography of sources consulted, and a list of questions for discussion. Students are welcome to come up with creative ways of promoting class discussion of the source material, perhaps including questions to be discussed in groups, debate, games, and film clips. In some cases, it may be helpful to have the class look at a museum website and assess or critique how artifacts are being presented.

In total, the presentations/discussions, which will take place during most of our Thursday class meetings, should last about 30-35 minutes. The presentation portion of this assignment is worth 100 points.

Reading Responses: Students will write brief, 300-500 word responses to assigned readings in preparation for participation in class dialogue. The readings that require response will be Alfred Crosby, "The Columbian Exchange," Daniel Headrick, "Malaria, Quinine, and the Penetration of Africa" and Shen Fu, "Six Records of a Floating Life." These responses are worth 20 points each. Prompts will be provided in class.

No extra credit is offered in this course.

Course Policies:

Make-ups: Tests may be made up for excused absences. Discussion/pop quiz grades and reading responses cannot be made up except under special circumstances and at my discretion. **Late assignments and papers will receive a 10-point deduction per school day for each day they are late.** Papers turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. **No assignments will be accepted more than two weeks after the due date. Assignments turned in more than two weeks late will receive zeroes.**

Students are responsible for getting notes/course information for days that they miss.

Academic Integrity: Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

Plagiarism will result in a zero on the assignment and/or an F in the course, and academic integrity violations may be placed on a student's permanent record. *If you use someone else's ideas in your work, you must provide appropriate citation, including both a Bibliography and citation within the paper itself. Direct quotations must be set off with quotation marks.* See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

ADA Compliance: Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha Scholars Program office directly at [325-674-2667](tel:325-674-2667).

Schedule of Topics/Assignments:

Week 1: Background: The World in the 14th and 15th Centuries

Tuesday 25 August – Introduction: Western Civ and Global Approaches to History; Ming China vs. Renaissance Europe

Thursday 27 August – Ming China vs. Renaissance Europe, cont.; group discussion – comparing monarchy in China and England

Read: Strayer, xliii-576

Week 2: Islamic Civilizations

Tuesday 1 September – Islamic Expansion: the Ottomans, Safavids, and Mughals

Thursday 3 September – *Presentation - Mughal artifacts in the Nehru Gallery*; group discussion of Sir Thomas Roe's journal

Read: Strayer, 576-580, 600-609; selection from the Embassy of Sir Thomas Roe (Canvas Readings); Nehru Gallery, V&A website (Canvas > Primary Source Presentations > Assignment Overview and Relevant Resources)

Week 3: The Columbian Voyages and the Conquest of the Americas

Tuesday 8 September – European exploration and discovery; the Americas before contact

Thursday 10 September – *Presentation: the Pre-Columbian Collection at the Kimbell*; class discussion of Crosby's "Columbian Exchange"

Read: Strayer, 580-599 and 660-667; Alfred Crosby, "The Columbian Exchange" (Canvas Readings); Pre-Columbian Collection on Kimbell website (Primary Source Presentations > Assignment Overview and Relevant Resources)

Crosby response due in class Thursday 10 September

Week 4: European Colonialism in the Americas and Asia

Tuesday 15 September – European influence and early empire on the global stage

Thursday 17 September – *Presentation: the Spanish missions of San Antonio*; in-class investigation: the motivations for European expansion

Read: Strayer 617-649; NPS website on Spanish Missions of San Antonio (Primary Source Presentations > Assignment Overview and Relevant Resources)

Week 5: The Triangle Trade, Plantation Agriculture, and Slavery

Tuesday 22 September – The Plantation Complex, Slavery, and Global Consequences

Thursday 24 September – *Presentation: Slavery Abolition documents*; in-class parliamentary debate: how to achieve the end of slavery?

Read: Strayer 669-709; look over Slavery Abolition Documents (Primary Source Presentations > Assignment Overview and Relevant Resources)

Week 6: Scientific and Cultural Revolutions

Tuesday 29 September – The Protestant Reformations, the New Science, and Enlightenment

Thursday 1 October – *Presentation: Women in the Reformations, New Science, and Enlightenment*; group discussion of Reformation and Enlightenment documents

Read: Strayer 719-752

Week 7: Global War and Atlantic Revolutions

Tuesday 6 October – The Seven Years War and the Atlantic Revolutions

Thursday 8 October – *Presentation: Liberty for all? Minorities and the Atlantic Revolutions*; in-class discussion of Colley, “War and a New World”

Read: Strayer 781-819; Colley, “War and a New World;” begin Shen Fu

Colley response due in class on Thursday 8 October

Week 8: Industrialization

Tuesday 13 October – MIDTERM EXAM

Thursday 15 October – European Industrialization and its effects

Read: Strayer 827-861; continue Shen Fu

Week 9: Imperialism and Technology

Tuesday 20 October – Europe’s global hegemony in the 19th century

Thursday 22 October – *Presentation: the Opium Wars*; in-class discussion of Headrick

Read: Headrick, “Malaria, Quinine,” and Strayer, 879-912; continue Shen Fu

Headrick response due in class Thursday 22 October

Week 10: Asian Empires

Tuesday 27 October – The Qing Empire and the Tokugawa shogunate

Thursday 29 October – in-class discussion of Shen Fu; Asian Revolutions

Read: Strayer, 931-971; complete Shen Fu

Shen Fu Response Paper due in class Thursday 29 October

Week 11: Religion and Global Expansion

Tuesday 3 November – Overview of Hinduism, Confucianism, Islam, and Buddhism

Thursday 5 November – *Presentation: Common Ground in World Faith Traditions*; group discussion: The Met’s Islamic Galleries

Read: selections from the dharma sastras, the Analects, and the Quran (Canvas Readings); listen to NPR story “Opulent and Apolitical: The Art of the Met’s Islamic Galleries”

Week 12: The Global Wars of the Twentieth Century

Tuesday 10 November – The First and Second World Wars through a global lens

Thursday 12 November – *Presentation: The Imperial War Museum as Global Memorial*; World Wars continued

Read: Strayer 981-1024; look over Imperial War Museum website (Primary Source Presentations > Assignment Overview and Relevant Resources)

Week 13: Communism in Global Perspective

Tuesday 17 November – Communist regimes in Eastern Europe, Asia, and Latin America

Thursday 19 November – *Presentation: Cold War Propaganda*; screening and in-class discussion of Maoist film *Breaking with Old Ideas*

Read: Strayer 1035-1085; Canvas: Arusha Declaration

Week 14: Decolonization

Tuesday 24 November – The End of Empire and the Struggle for Democracy

Thursday 26 November – **Thanksgiving holiday, no class**

Read: Strayer 1087-1119; Canvas documents on Apartheid and Indian decolonization

Final Sources of World History Paper due Tuesday, 24 November

Week 15: Global Concerns in the Twenty-First Century

Tuesday 1 December – Religious Fundamentalism, Terror, Immigration

Thursday 3 December –*Presentation: Rana Plaza and the Consequences of Global Capitalism*; group discussion of documents on climate change and Pope Francis on global capitalism

Read: Strayer 1137-1181; documents on Canvas

FINAL EXAM: 10-11:45 Friday 11 December. Please note that final exams are scheduled by the university, and may not be taken early. If you have three exams in one day, you can petition the Registrar's Office for a change.