COURSE DESCRIPTION

This course is a survey of Western Civilization from 1648 to the present. In the lectures, I will introduce you to the general historical themes of state building, nationalism, empire, and globalization. Of particular concern will be linking the high politics and ideologies of the modern world to the experiences of the peoples of Europe and its colonies. Each week you will read and discuss selections from texts that reflect the main themes of the course and provide examples of various perspectives from history.

COURSE AND LEARNING OBJECTIVES

Contrary to what you may have learned in secondary school, history is not a mass of facts waiting to be memorized and organized into a chronological narrative. History is a discipline that requires its practitioners to exercise their critical and analytical skills to interpret the past. Historians must be able to uncover and comprehend a wide variety of historical sources whether they are textual, visual, material, or aural. Applying their understanding of these sources to various questions, which are themselves often the result of specific historical circumstances, historians do their best to approximate an objective representation of the human past.

In this course, you are all historians. Therefore, the assignments will encourage you to improve your ability to communicate effectively through writing and speech, to critically think about the course material, and to integrate and apply your knowledge in a variety of contexts. This course will challenge you on many levels. You will need to refine your understanding of the methodologies of the historical profession and use this knowledge to better understand a diverse array of societies, including their political, social, and cultural traditions. As such, this course conforms to IUPUI’s Principles of Undergraduate Learning. For more information, please see http://www.iport.iupui.edu/selfstudy/tl/puls/.

Assignments in this course will challenge you to learn on several levels. They will oblige you to learn the material at the most rudimentary level – through comprehension and basic knowledge of the historical details. This requires you to read assigned material closely, taking notes and writing questions in the margins. If you are simply highlighting passages
that you consider to be important, you are not learning efficiently. The best way to take notes is to read a passage, then paraphrase it in your own words. The same applies to lecture. I will post PowerPoint presentations before class. Do not use them as a substitute for note taking. Use them only as a guide to the lecture. If you think you need help with taking notes, I recommend that you visit the Bepko Learning Center for more information. If you have adequately read and/or comprehended a reading and a lecture, you will be able to answer the “who, what, when, and where” questions that I ask in this course.

Once you have a good comprehension and knowledge of the course material, you will be prepared to analyze it, answering the “how” and “why” questions in this course. At the college survey level, these are the answers on which we will focus most of the time. For example, I will ask you to identify cause and effect for various historical phenomena. I will also require you to give evidence for your answer. I will also ask you to compare and contrast various phenomena and explain why they differ. Remember, “cause and effect”/“compare and contrast” questions in history are rarely simple, and they necessitate that you think creatively about a wide range of possible answers.

At the most advanced level of learning in this course, I will expect you to be able to synthesize what you have learned and evaluate a variety of documents and opinions. Your evaluation of other people’s arguments or your original interpretation of historical sources requires that you both comprehend the basic course material and are able to analyze it before you begin your evaluation. Remember, in history, regardless of what you “feel” or “believe,” you must support your assertions with empirical evidence. So, if you make an argument, be sure to support it with credible data.

Below, I outline how my course and learning objectives relate to your course assignments.

![Diagram of Learning Objectives]

- Synthesis/Evaluation
- Analysis
- Comprehension/Knowledge
- Essay Exams
- Book review
- In-class discussions
- Quizzes
READINGS

Recommended

• McKay, Hill and Butler, Western Society, 9th ed. (Houghton Mifflin, 2008). Note: you may use an earlier edition of the textbook and atlas, but I cannot provide page numbers for your readings for every assignment. Thus, if you choose to use an earlier edition, you will be responsible for determining the necessary pages to read and making sure that you don’t miss anything added in the 9th edition. While I do not require you to do many readings in this textbook, you may find it advantageous to purchase it as a reference source. There will be two copies of the textbook available on reserve at the IUPUI Library.

Required

• Other items available through Oncourse

Optional


STUDY HABITS

While most students know what study habits will make them successful students, many of them do not apply what they know. So, it is worthwhile to reconsider your study habits.

Time management is one of the most difficult things to master, especially when you have other responsibilities in addition to class. So, when scheduling your courses, it is useful for you to know how the university, your professors, and even the government (in calculating your student aid eligibility) look at each course. Taking courses is like taking a job, and each course requires you to set aside a specific amount of time each week. A rough guide to how much time you need to spend on each course is studying 2-3 hours per every credit hour per week. Thus, if you are a student during the summer session, you should set aside 13-19 hours per week for this course.

Taking notes in class is another thing with which some student struggle. I post your PowerPoint presentations on Oncourse to consult before class. Reading over the
presentations before you arrive will give you a good sense of what we will be discussing in class. It is important to keep in mind that the PowerPoint outlines are merely a guide, and you will have to take substantial supplementary notes in class (including, during in-class discussions). The most important things that you should be asking yourself when deciding what to take notes on are:

1. Why is this significant?
2. How does this relate to the themes of the course/lecture?
3. How does this relate to the other topics that we have discussed so far?
4. What does the professor consider particularly important?

Taking notes in class will not assure you success in this course. You should review them within 24 hours of taking them, asking yourself questions in the margins on topics that seem unclear. You should ask for answers to these questions in class or in office hours. If you review and revise your notes on a regular basis, you will not need to “cram” at test time.

While H114 is not reading intensive, the very nature of history requires you to read and analyze primary and secondary sources on a regular basis. You should be prepared to set aside time devoted to read each week. Ideally, you will do your reading in small, consistent steps rather than last minute “cram sessions.” Remember, some of your reading is relatively difficult and may take longer than you expected. When reading, you should not mark sections of your book with a highlighter. This will be virtually useless to you when you need to discuss your reading in class or study for your exam. Instead, you should take notes on a separate sheet of paper, noting the author’s thesis, historiographical significance, methodology, and main points. You should be able to critique the work in addition to comprehending the work if you have read properly.


Notetaking Systems: [http://sas.calpoly.edu/asc/ssl/notetaking.systems.html](http://sas.calpoly.edu/asc/ssl/notetaking.systems.html)

**ANNOUNCEMENTS**

You are responsible for all announcements that I make during lecture or through Oncourse. If there is any adjustment to the syllabus, I will announce it in class or through email. If for any reason you do not attend the entire lecture, you are still responsible for any announcements that I make. Be sure to contact a fellow student who is responsible and can relay you the information. Likewise, you are responsible for checking your email regularly and guaranteeing that your Oncourse email settings are correct. You may email me through Oncourse or come to my office hours for any announcements you missed.
DIGITAL TECHNOLOGY

If you do not know how to use any feature of Oncourse, it is your responsibility to seek tutoring. I will briefly cover some basics of Oncourse in class, but if you do not understand how to use it, you should visit https://oncourse.iu.edu/portal/help/ main for more information.

I strongly suggest that you use IUPUI computers to complete any digital assignments (papers, quizzes, tests, etc.). If you decide to use a non-IUPUI computer, and your computer crashes, disconnects from the internet, or does not work properly with Oncourse, etc., this is not a valid excuse for not completing an assignment. So, use non-IUPUI computers at your own risk.

When using Oncourse, be sure to use the latest version of the Firefox browser. Oncourse seems to have particular problems working properly with Microsoft’s Internet Explorer. Additionally, DO NOT use your browser’s “back” button. This will erase your work. When navigating in Oncourse, always use the Oncourse navigation buttons.

For assignments that require Oncourse test essays or discussions, some students have found that they prefer to write their assignment out in Microsoft Word and paste them into Oncourse. That way, they can save a copy of their answers for themselves. If you choose to do this, when you paste to Oncourse, you must choose the “Paste as Word Document” icon to do so. Otherwise, your text will be scrambled, and I will not be able to grade it.

GRADING

The grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Map Quiz</td>
<td>10%</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>10%</td>
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<tr>
<td>Quiz 2</td>
<td>10%</td>
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<tr>
<td>Book Review</td>
<td>15%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<tr>
<td>Participation</td>
<td></td>
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<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>In-class discussion and quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>0-3%</td>
</tr>
</tbody>
</table>

Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Your exams are in-class or online essay examinations. They cover the readings and lecture material. The lecture before each exam, I will provide you with a list of questions from which I will choose one on which to test you. I will give you specifics about the exams in lecture.
Your assignments should be handed to me at the beginning of lecture on the day that they are due. If you turn your exam in late (once class has begun your papers are late), you will lose 10 points per day. There are no extensions or exceptions to this policy. If you neglect to complete any coursework, you will fail the course. If you miss an exam or quiz due to extraordinary circumstances, it is your responsibility to contact me within 48 hours to discuss scheduling a make-up. If I do not hear from you within 48 hours, you will receive a zero for that assignment, and if you do not complete the assignment, you will fail the course. I expect official written documentation confirming your extraordinary circumstance. Note that if a non-IUPUI computer crashes, loses its internet connection, or does not function properly, this is not an extraordinary circumstance. If an on-campus computer does not work properly, you must contact its administrator immediately. I will require written confirmation from the administrator that the computer did not function properly if I decide to allow you to make up an assignment or exam.

If you cannot be in class when an assignment is due because of a scheduling conflict (e.g. if you play a team sport and are on the road or if you will be attending a field trip or a conference), you must let me know by Lecture 2. I expect official written documentation confirming your scheduling conflict. After Lecture 2, I will not make exceptions to class policy. Note that I do not consider a vacation a scheduling conflict.

You are responsible for all assigned readings. Be prepared to discuss them in class. While I suggest that you read along with the textbook, it is not a requirement to read the entire textbook.

If you desire to dispute a grade, you may submit an explanation to me in writing. State your points of contention and your reasons for them. Upon review of your assignment, I reserve the right to raise, lower, or keep your grade the same. If you are not in class on the day I give back your assignment, you must get your grade from me promptly.

I highly recommend taking advantage of all study and writing resources available on campus.

- **University Writing Center**
  The University Writing Center provides tutoring for students, staff, and faculty on all kinds of writing assignments and projects. A tutoring staff consisting of faculty and peer tutors work with their clients to understand assignments; brainstorm ideas; relate purpose and audience; develop, organize, revise, and edit pieces of writing. For information or an appointment, visit [http://www.iupui.edu/~uwc/](http://www.iupui.edu/~uwc/).

- **The Bepko Learning Center**
  The Bepko Learning Center offers free Academic Mentoring to aid students in various courses. Mentoring is different from tutoring in that students are not provided with the answers to their questions, but are guided in the right direction by their mentor and through collaborative interaction with other students. This process allows the students to learn valuable skills that will be beneficial to them throughout their academic careers. For more information, visit [http://uc.iupui.edu/learningcenter/](http://uc.iupui.edu/learningcenter/).

- **IUPUI Library Reference Desk**
LECTURES

This course meets two times a week. ATTENDANCE IS MANDATORY!!! I will take attendance using a sign-in sheet. Do not forget to sign the attendance sheet because there will be no opportunities to sign the sheet after the day of class. You will be excused for missing two lectures for any reason. After that, I will begin lowering your attendance grade by 20% for every missed lecture. There are no exceptions to this policy, and you do not have to inform me that you have missed class.

Preparation and participation are integral components to success in this course. Make sure that you spend time reading and analyzing the required texts BEFORE you arrive at lecture. I expect each of you to share your thoughts throughout the semester. Discussions with your peers are some of the most entertaining and educational times you spend in class, so come prepared to debate. BRING YOUR READINGS WITH YOU!!! If you would like to discuss readings with me, be sure to take advantage of my office hours. I expect you to be prepared to discuss the course themes, lectures, and readings during every lecture. We will have discussions every day.

At IUPUI, Adaptive Educational Services (AES) works to make campus life and learning accessible for students with disabilities. AES assists students in achieving their educational goals through such services as note taking, interpreting, and test proctoring. Visit the AES webpage at: http://www.iupui.edu/~divrsity/aes/ or call them at 317.274.3241.

CLASSROOM ETIQUETTE

The classroom is a space for learning. Therefore, it is every student’s responsibility to foster a productive educational atmosphere. This means that cell phones, pagers, SMS and Blackberry messaging devices, and similar devices must be turned off and put away unless you obtain special permission from me. Newspapers, books, and materials from other courses must also be put away. If you use a computer in the classroom, it should be used only for taking notes or supplementing the lecture discussion. If you are late to class, try to make as little a disturbance as possible. If you need to leave early, please inform me before class begins and sit near the door to avoid disturbing your fellow students. Because of the course content, I request that you do not bring children to class with you.

Anything you post online or say in class must conform to the standards of polite and constructive dialogue. This does not mean that you cannot disagree with another person. It just means that you should disagree politely. If I feel that you are not abiding by the standards of polite etiquette, I will notify you and may deduct points from your grade. For those of you looking for more information on internet etiquette, see http://www.library.yale.edu/training/netiquette/index.html.

In cases of student misconduct in the classroom or online, I will follow the procedures outlined in http://www.iupui.edu/~fcouncil/documents/IUPUI_misconduct_procedures.htm.

All lectures, PowerPoint slides, handouts, etc. remain under copyright. Students may not
make unauthorized video or audio recordings of lectures without prior written approval. For more information, please see me or read http://www.copyright.iupui.edu/index.htm.

**SOURCES**

This course makes use of a variety of source materials – some of which you may not often see in history courses. In addition to the typical sources you find in a history lecture or textbook, such as political tracts, letters, or laws, this course examines artwork, films, philosophical treatises, literature, and material objects. This is because all of these sources are historical documents. For example, literature can make profound statements about the ideals, values, and problems of a particular society. An artwork is as much a reflection of a society as a piece of legislation, and both provide important historical insights. Therefore, you will be exposed to an interdisciplinary view of history, the purpose of which is to give you a well-rounded introduction to historical topics and themes.

You are expected to understand the difference between primary and secondary sources, an important distinction in a history course. Primary documents, simply put, are historical materials (textual, visual, or material) that were created in the period being studied. Secondary documents are historical materials (textual, visual, or material) created at a later date which analyze an earlier period. For example, a letter written by Charles I in 1640 is a primary document. A textbook written in 1960, which analyzes Charles I’s letter is a secondary source. For more information on primary and secondary sources, see http://college.hmco.com/history/us/berkin/history_handbook/1e/students/activities.html

**PLAGIARISM/CHEATING**

I will not tolerate either of these. Cheating includes copying answers from another student or bringing notes to an exam. Plagiarism is using the words or ideas of another person in your work and presenting them as your own. I will fail you for either of these. Additionally, I will report you to the Dean of Student Affairs. If you have any questions as to what constitutes plagiarism or cheating, see me or see the “Code of Student Rights, Responsibilities, and Conduct” online at http://www.iupui.edu/code/.

**READING GUIDES**

Being successful in this course requires that you read the assigned texts carefully. To guide your reading, I have created the following worksheets. I would recommend filling these out for each of your readings before you come to class. This will guarantee that you are ready to discuss the material.

*Primary Document Worksheet*

Who is the author?
Birth and Death Dates:
Background information (biography, affiliations, publications, etc.):

What source material are you looking at?
Type of document:
Date of creation/publication:
Format: (article, letter, pamphlet, etc.):
Before reading the document, what does its format tell us?

Who was/is the intended audience? How do you know?
What is the topic of the document?
What is the author’s thesis?
What are the author’s main forms of evidence? How does the author interpret the evidence?
What is the author’s epistemological framework? How does this help you interpret the document?
How does this document help you better understand the period under analysis?
How does this document relate to other primary and secondary sources that you have read?

Secondary Source Worksheet

Who is the author?
Birth and Death Dates:
Background information (biography, affiliations, publications, etc.):

What source material are you looking at?
Type of document:
Date of creation/publication:
Format: (article, book chapter, book, etc.):
Before reading the document, what does its format tell us?

Who was/is the intended audience? How do you know?
What is the topic of the document?

What is the author’s thesis?

What are the author’s main forms of evidence? How does the author interpret the evidence? What is the author’s methodological approach?

What is the author’s epistemological framework or theoretical approach?

What is the historiographical significant of this document? What contributions or revisions is the author making to a historiographical debate? Is the author successful?

How does this document help you better understand the period under analysis?

**HOW TO WRITE FOR THIS COURSE**

History writing is unlike writing in many of your other classes. The following should serve you as a guide to writing effectively.

**Components of Essays**

In a long essay, I am looking for three things 1) a thesis statement 2) evidence to support your argument 3) analysis of the evidence you provide.

*thesis statement* - This is the argument you are going to make in your paper. It should be direct and explain to the reader what you are going to prove. Remember, in a history essay you are answering a question or trying to prove something, which means you will have to make an argument.

*evidence* - This is the information you give to support your argument. You use evidence to provide proofs for your thesis. Remember, just because the professor said so does not make it evidence. You must get the information from your readings.

*analysis* - This relates your evidence back to your argument. In other words, you need to explain why the evidence you give is significant to your argument. Do not assume that putting a quote from the text in your essay constitutes analysis. The quote may be evidence, but you need to explain why it is important and how it proves your thesis.

**Components of Short Answers**

I look for three things in a short answer>ID question: 1) identification 2) explanation 3) significance
identification - This answers the question "What/Who is it?"

explanation - This answers the questions "When?, "Where?, "How?"

significance - This answers the questions "Why is it important?," and "How does it relate to the themes in this course?"

Grammar and Writing Clearly

Since this class is also a writing course, you will be graded on your ability to write well. That means you are responsible for your spelling and grammatical errors. Since everyone has access to a dictionary and a computer with a spell check function, any spelling errors are your own fault. Keep an eye out for its/it's; your/you're; their/there/they're; etc. Also, make sure that you do not confuse possessives with plurals. For example, in the sentence,

*She likes to play with her dog's.*

the word dog's is not plural. It is the possessive form of the word dog. To correct this sentence you either need to drop the apostrophe or add an object to the possessive:

*She likes to play with her dogs.*

or

*She likes to play with her dog's toys.*

In the first sentence, she has many dogs with whom she likes to play. In the second sentence, she has one dog, and she likes to play with its ("its" is an exception to the rules for possessives) toys.

There are innumerable rules for grammar, and I suggest you acquaint yourself with the most common. You can go to the library and pick up *The Chicago Manual of Style* or Kate Turabian's *Manual for Writing*. Both are excellent guides. Most importantly, you need to write clearly. You need to avoid anything that is vague. Remember, the simplest sentence is often the best. Do not think that writing obscurely will help your grade. For example,

*In the 18th century it was difficult to move from one social class to another.*

*In the 18th century social mobility took on a new definition and a new realm of implication.*

The first sentence makes a clear and concise statement. The second sentence explains nothing and does not hide any ignorance of the facts.

One grammatical “no-no” that can make your writing unclear is the use of the passive voice. The passive voice happens when the subject does not perform the action on the verb. For instance, in the sentence,
George takes the money.

the subject, George, performs the action of taking. This sentence is in the active voice because the subject does the action. If we were to inverse this sentence and write,

The money is taken by George.

the money does not perform the action of taking. This sentence is in the passive voice. The sentence in the active voice states the situation more succinctly and sounds better. Another problem with the passive voice occurs when the writer leaves the passive voice construction incomplete as in the sentence:

The money is taken.

In this sentence, the reader is confused and wonders, “The money was taken by whom?” In historical writing, you must be as precise as possible. Writing in the active voice will help you avoid making a simple mistake like the incomplete passive construction.

Answering History Questions

It is very important that you organize your thoughts before you write your paper. Below are some hints to help you do well in this class.

When sitting down to write your essay, break the question down into parts. If the question is several sentences long, analyze one sentence at a time. Before you write your essay, make an outline. Questions in history courses tend to fall into three categories: 1) change over time, 2) compare-and-contrast, and 3) agree or disagree. Of course, there can be other sorts of questions.

Change over time questions ask you to trace a process over time. Sometimes you will be looking at two or more things (as in compare-and-contrast) that change over time. You will want to explain WHAT is occurring (summary) and WHY it is occurring (analysis). Make sure you can cover the entire period as fully as possible. In other words, describe how things were at the beginning of the period, how and why they changed, and then describe how things were at the end of the period. A sample thesis statement for this type of question might be: “In year x, the relationship of the individual to the state was characterized by _____, _____, and _____.

Over the next 150 years, it changed because of _____, _____, and _____. By the year y this relationship came to be characterized by _____, _____, and _____.” In your essay, you will need to include information to support each of the blanks.

Compare-and Contrast questions ask you to look at the similarities between two things (political ideologies, religions, philosophies, etc.). Not only must you describe these similarities and differences, but you must account for HOW and WHY they exist. Usually differences are more significant than similarities, so you will want to spend more time discussing differences in your essay. A good thesis may look as follows: “Thing A and Thing B are similar in regard to _____ because both have _____ and _____. They are different because Thing A has
_____, since it is _____, while Thing B has _____, because it is _____.” Your essay should include information on the similarities and differences and why they exist.

_Agree / Disagree_ questions involve a statement or a quotation that you have to evaluate. Usually the statement tends toward the extreme, lending itself to an answer in which you BOTH agree AND disagree. For example, “Political revolutions do not change anything.” With this type of question, you will need to consider evidence both to agree with and to disagree with the statement. Carefully think about both sides of the issue before writing. A good thesis statement should explain the position that you are taking and why: “Political revolutions do change things because _____, _____, and ______. However, because of _____, _____, and ______ there is also a sense of continuity.”
<table>
<thead>
<tr>
<th>Lecture Number</th>
<th>Date</th>
<th>In-class</th>
<th>Homework (due for the following lecture)</th>
<th>Optional Readings</th>
<th>Tests, Quizzes, and Papers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26-Aug</td>
<td>Why am I here?</td>
<td>Stearns, &quot;Why Study History?&quot;</td>
<td>McKay, chapters 16-17</td>
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<tr>
<td>2</td>
<td>31-Aug</td>
<td>The World at 1648</td>
<td>iTunes: Absolutism and Constitutionalism</td>
<td>McKay, chapter 18</td>
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<td>3</td>
<td>2-Sep</td>
<td>Enlightenment Thought</td>
<td>McCartney, chapters 16-17</td>
<td>Map Quiz</td>
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<td>4</td>
<td>9-Sep</td>
<td>The Contradictions of Enlightenment</td>
<td>Reading: &quot;The Antislavery Movement in Britain&quot;</td>
<td>McKay, chapter 20</td>
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<td>5</td>
<td>14-Sep</td>
<td>The Slave Trade</td>
<td>McCartney, chapters 18-19</td>
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<td>6</td>
<td>16-Sep</td>
<td>Film: Son of Africa</td>
<td>Reading: Voltaire, Candide</td>
<td>McKay, chapter 21</td>
<td>Quiz 1</td>
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<td>7</td>
<td>21-Sep</td>
<td>Discussion: Voltaire, Candide</td>
<td>McCartney, chapters 20-21</td>
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<tr>
<td>8</td>
<td>23-Sep</td>
<td>The French Revolution (1)</td>
<td>McKay, chapter 23</td>
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<td>9</td>
<td>28-Sep</td>
<td>The French Revolution (2)</td>
<td>McKay, chapter 24</td>
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<td>10</td>
<td>30-Sep</td>
<td>Europe, 1815-1848 (1)</td>
<td>McCartney, chapters 25-27</td>
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<td>11</td>
<td>5-Oct</td>
<td>Europe, 1815-1848 (2)</td>
<td>McCartney, chapters 28-29</td>
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<tr>
<td>12</td>
<td>7-Oct</td>
<td>Liberalism, Socialism, Marxism</td>
<td>McCartney, chapters 30-31</td>
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<tr>
<td>13</td>
<td>12-Oct</td>
<td>Europe, 1848-1871</td>
<td>McCartney, chapters 32-33</td>
<td></td>
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<tr>
<td>14</td>
<td>14-Oct</td>
<td>Urbanization</td>
<td>McCartney, chapters 35-36</td>
<td></td>
<td>Midterm</td>
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<td>16</td>
<td>21-Oct</td>
<td>Midterm</td>
<td>McCartney, chapters 40-42</td>
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<td>17</td>
<td>26-Oct</td>
<td>Imperialism (1)</td>
<td>McCartney, chapters 43-44</td>
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<tr>
<td>18</td>
<td>28-Oct</td>
<td>Imperialism (2)</td>
<td>McCartney, chapters 45-46</td>
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<td>19</td>
<td>2-Nov</td>
<td>WWI</td>
<td>iTunes: The Russian Revolution</td>
<td>McKay, chapter 27</td>
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<tr>
<td>20</td>
<td>4-Nov</td>
<td>Responses to WWI: Economy and Society between the Wars</td>
<td>McCartney, chapters 28-29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>9-Nov</td>
<td>Responses to WWI: The Arts</td>
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