

HIS 110 Summer Online: World History From the Enlightenment to the Present



“World history is a court of judgment.”—Georg Wilhelm Friedrich Hegel

“No centrism based on the temporary historical ‘glory’ of any nation or region should any longer be allowed to distort our universal human understanding of our one world history.”—André Gunder Frank and Barry K. Gills

Professor: Cinnamon Brown

Contacting Me: Since we never see each other physically, it is important that you know how to contact me. Of course, e-mail is the best way to reach me. I will check my e-mail several times a day so that I can be available to you when you need me. For some of this class, I will be in Wales (United Kingdom). At that time, I will be six hours ahead of those of you in the Central Time Zone, so please factor that in when expecting a prompt response from me. I realize that there are just some issues, concerns, or questions that require face-to-face time or chatting. Therefore, we can always speak face to face or chat via Skype. All that you need for Skype is a microphone (most built into computers now) and speakers. The web camera is just an added accessory if you want me to see your beautiful face!! You are certainly not required to use Skype but it is one option if you want more interaction or face time with me.

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Skype address: cinnamon_brown

Note on Time: As I mentioned, I will be in Wales (United Kingdom) for some of this course. That means I will be six hours ahead of those of you in the Central Time Zone in the United States. Moreover, some of you might be traveling or at home in a different time zone. To alleviate any confusion, all times listed on this syllabus are based on the Central Time Zone in the United States (Fulton time). This includes posting times for assignments, discussion forums, and exams. If you are not in the Central Time Zone, please plan accordingly. Here is a link to a time zone map: <http://www.fgienr.net/time-zone/fuseaux.gif>

Moodle and E-mail: Since this course is taught completely online, students are responsible for keeping up with course content, assignments, and announcements via Moodle. You can access your Moodle account through the college’s homepage <http://moodle2.westminster-mo.edu/> or MyWC. Students also will find course material not in assigned books such as articles, primary source documents, and other relevant material on Moodle. Students also need to check Moodle **EVERYDAY** for important announcements and class related business.

E-mail is an official means of communication on this campus. Failure to keep up with e-mail does not excuse you from information, assignments, and/or due dates sent to you by regular e-mail. You need to check your e-mail regularly, especially since this is the only way I can correspond with you over the course of this class.

Course Goals and Objectives: This course will cover global history from the Enlightenment (1750) to the present. It will lay a foundation for understanding the breadth of human experience and how that experience has shaped the world we live in. Rather than focus solely on the separate development of civilizations, this course will emphasize the connections between cultures. In other words, we will look at cross-cultural interactions and compare global reactions to common problems. Additionally, this course

will expose students to historical methods, thereby enabling students to discover the complexity of past and present events, to examine the interrelationship of such factors as politics, economics, race, gender, culture, and religion, and to reflect more thoughtfully on the national and international issues that face them today.

General Education Requirement: Successful completion of this course will fulfill the Historical Perspectives, Tier II requirement of the general education program. No prerequisites are required for this course. 3 semester hours

Teaching Philosophy: It is often easy to assume that in a college course you will be bombarded with facts and figures that you will eventually have to regurgitate for an exam. I, however, believe that teaching requires much more than just the transmission of facts and exam preparation. Instead, I seek to design courses that help you gain insights and meanings that are relevant to your current needs and concerns. In World History from the Enlightenment to the Present (HIS 110), we will use a global lens in order to explore the lives of men and women from diverse races, cultures, and socio-economic backgrounds throughout human history. By approaching the course material in this way, we can assess and appreciate not only the struggle of individuals and communities but also the shared exchanges and experiences of the human race. To assist you in this endeavor, I will provide a learning environment that promotes free expression, open dialogue, and collaboration through various pedagogical methods and techniques. From discussion boards to exams, you will better understand and appreciate the world around you and the influence it has on your life.

Required Text:

-Robert Tignor et al., *Worlds Together, Worlds Apart: 1750 to the Present* Fourth Edition, Volume C

-Kenneth Pomeranz et al., *Worlds Together, Worlds Apart: A Companion Reader* Volume 2

*****Tips on how to best utilize these books can be found under the Helpful Resources section on Moodle*****

Grades:

Exams: 45%

-Exam One: 20%

-Final Exam: 25%

Discussion: 30%

Paper: 13%

Past and Present Assignment: 12%

Grading Scale:

A: 100 – 94 A- 93.9-90

B+ 89.9 – 87 B 86.9 – 83 B- 82.9 – 80

C+ 79.9 – 77 C 76.9 – 73 C- 72.9 – 70

D+ 69.9 – 67 D 66.9 – 63 D- 62.9 – 60

F Below

Grading Policies: I do not give or curve grades in this class, you earn them. Your grade in this course is your responsibility and the product of your performance. I will apply consistent standards to all students when grading assignments and exams. Furthermore, needing a better grade to keep your scholarship, parental approval, or good academic standing are not relevant concerns when figuring your final grade. These are issues that should be addressed early in the semester. Ultimately, I will never work harder for your grade than you do.

Organization and Sequence of the Course: Although many of the courses you have taken in college are organized around weeks or even longer blocks of time, our class will be different since we only have six weeks. As you will notice when looking at your syllabus this course is organized and broken down by chapters. For each Chapter Section you will:

1. Read the full chapter in Tignor et al., *Worlds Together, Worlds Apart*, which is our main textbook.
2. Next you are responsible for reading the Pomeranz et al., *Worlds Together, Worlds Apart: A Companion Reader*.
-This book contains primary documents that provide a more in-depth view of the broader material you read the day before.
3. Finally, on the third and fourth day of your Chapter Section, you will be engaging with your classmates in a discussion about what you have been reading.

For each chapter we cover (Chapters 15-Chapter 21), this will be our pattern. So when you look on your syllabus and on Moodle, you will notice that readings, assignments, etc. are organized around Chapter Sections.

Exams: Exams will test your knowledge of course material covered mainly in the textbook but also over the documents found in the course reader. You will have two exams in this course. Each exam will consist of a variety of multiple choice and True/False questions about readings in the textbook. You will also have one document analysis that challenges you to put a primary source (from the Reader) in its historical context and assess its significance to course material. For more information on the document analysis please see the Helpful Resources section on Moodle.

The final will **NOT** be comprehensive but rather will cover the second part of the course beginning with Chapter 18. You will take your exams through Moodle on the assigned day (it will be available to you for 24 hours so you can take it at your convenience). Each student will get the same amount of time to complete the exam. Once you begin the exam you will not be allowed to stop and start it again, so make sure you give yourself the time you need to complete the exam.

On your syllabus you will find Learning Objectives for each chapter. These objectives provide you a sense of the broader themes and information you should be learning from each chapter section. By knowing and being able to address these objectives, you will be better prepared for your exams.

Discussion Forum: Much like if we were sitting in class together, discussing course material will be an indispensable part of this online course. Therefore, you are expected to keep up with assigned readings and material in order to be prepared to contribute to class discussion. Each chapter section will contain a discussion component. As you will notice, I will post a question or a series of questions on the Discussion Forum that relate to our material for that chapter section to get the ball rolling. You will also be posting questions and responding to others as part of the discussion. For each chapter section you will have a specified amount of questions and responses you must post by a certain time. Please keep in mind that class discussion is an open dialogue between you, the instructor, and your classmates. Failing to engage in class discussion means you are missing out on this conversation, while dominating the discussion neglects the other members of the class. Your Discussion Forum grade is based solely on your ability to engage in this conversation with the required amount of responses and also with quality that reflects your knowledge and engagement in the class. It is a large part of your grade and you must take it seriously. Moreover, having discussion allows you to interact with your classmates and professor to really examine, explore, and assess the course material. For specific Discussion Forum guidelines and instructions please see the Helpful Resources section of Moodle.

Papers: In this course you are required to write **one** short paper. You will have a choice of three different papers, but you must do **one** before the class is over. These essays will address a question provided by the instructor over a particular topic discussed in class. You may use course materials (*Worlds Together, Worlds Apart* textbook and companion reader) only to answer the question. Do not look at outside books or the internet to write your papers. Simply use the course material provided unless instructed otherwise. The purpose of these papers is two-fold. First, they allow you to begin perfecting your writings skills. From citing your work to crafting a strong argument using specific evidence, these papers will prepare you for other college classes. Secondly, these papers will help you learn how to organize your thoughts in a clear and concise manner. Moreover, they require you to think analytically to address the subject matter. When writing your papers for this course, please observe my Paper Guidelines found on Moodle under the Helpful Resources section. These Paper Guidelines list the dos and don'ts for writing for my class. I expect that you will use them to ensure you practice the proper mechanics of writing. Moreover, I will be using a Paper Rubric to grade your papers and to provide you with helpful feedback. It might be helpful to look over this Paper Rubric as you write your papers so that you know what I am looking for. You will find the Paper Rubric on Moodle under the Helpful Resources section.

You must turn in your paper on Turnitin via Moodle. Your papers must be submitted by midnight (Central time) the day it is due. Late work will not be accepted except in cases of extenuating circumstances (determined by the professor). In these cases, the student must communicate with the instructor regarding the circumstances **prior** to the due date or contact the professor within 24 hours. Accepted late assignments will receive point deduction at the professor's discretion. I do not accept papers via e-mail. Although it is convenient for you to send papers as e-mail attachments, it engenders many problems for me such as computer compatibility and viruses. Please submit your papers through Turnitin.

One of the goals of this course is to help you improve your writing skills. It is common for a student's first paper to be his/her weakest because he/she may be a bit rusty or just uncertain of the instructor's expectations. Over the course of the class this student, through instructor comments and feedback, typically makes crucial adjustments that render stronger papers. Therefore, if students want to continue to work on their writing they can submit an additional paper. The paper must be from one of the three choices and the same rules and guidelines apply, including the late policy. The instructor will drop the lowest grade of the papers submitted.

Paper Due Dates: **June 9** **June 20** **June 30**

Past Meets the Present: It is often easy to assume that historical events that happened in the past have no real bearing on current events. In reality, past events constantly shape what happens in our daily lives. To give you a chance to reflect and identify how certain events in the past have influenced the world we live in today, you will complete a Past Meets the Present assignment. This assignment requires you to find a news article about a current event that connects to themes we have been discussing in class. You need to include your article or provide a link to it. Then you will write a short paper explaining how this current event connects to something we have discussed in class. Through this assignment, you will have a chance to explore and trace how the past continues to mold peoples' present and future. Instructions for the Past Meets the Present Assignment can be found on Moodle Helpful Resources section. **Date Due: July 8 (by midnight Central Time)**

Netiquette: Since a large portion of our class will be on discussion forums, it is essential that we all display professional behavior, showing respect and courtesy to fellow students and the instructor. Please keep in mind that in an online environment words can get lost in translation. It is much easier for comments to be perceived as hurtful or insensitive, even though that is not the intent. Use caution when interacting electronically, and use your best judgment when posting questions or responding to comments within this class. Having that said, I hope that together we can all create a safe and open space for all of us to express our voices, views, and opinions.

Academic Honesty: Students are expected to maintain academic integrity at all times and should avoid what I consider the deadly sin of college—cheating!!! According to the Westminster College Student Handbook, “No Westminster student shall commit any act of academic dishonesty in order to advance her or his own academic performance, or to impede or advance the academic progress of others.” (57) Any student who violates this code will automatically fail the assignment and possibly the course depending on the severity of the case. Moreover, the student will be reported to the Honor Commission. Cheating off someone else' work, borrowing a friend's paper, or cutting and pasting work off the internet without properly citing are all forms of academic dishonesty. The gravest of my college deadly sins is plagiarism. According to Webster's Dictionary, plagiarism is the stealing and passing off the ideas or words of another as your own work. Plagiarism includes turning in a paper taken from the internet or papers that fail to cite appropriate sources. You can find a more detailed description of plagiarism in your Paper Guidelines on Moodle under Helpful Resources section.


Chapter 15	Reordering the Word, 1750-1850
	<p>As the title of the chapter reveals, we are looking at how different factors reshaped and reordered the world. Between 1750 and 1850, we will see a profound economic, social, and political restructuring of the world. With the emergence of social/political revolutions from the Americas to France to an industrial revolution in the United Kingdom world societies will adjust to profound changes in how they think, how they live, what they produce, and how they maintain power. As we discuss Chapter 15, challenge yourself to identify these economic, social, and political changes and how they affect global communities.</p> <p><u>Learning Objectives:</u></p> <ol style="list-style-type: none"> 1. Know the origins and outcomes of social/political revolutions throughout the Atlantic rim and their similarities and differences. Why did so many people fight for their social/political freedom between 1750 and 1850 (see map on pgs. 558-559)? 2. Explain how the concept of the nation-state challenged traditional political and social arrangements in the world. 3. Describe the origins and outcomes of the industrial revolutions that occurred between 1750 and 1850. How did they transform the global economy? 4. How did the industrial growth of Europe affect other areas of the world such as India, China, and the Middle East? 5. Explain how transformations in the Atlantic world altered the economic, political, and military balance in the world.
<u>June 1</u>	Read Chapter 15 in Tignor et al., <i>Worlds Together, Worlds Apart</i> (hereafter Textbook)
<u>June 2</u>	Read Chapter 15 in Pomeranz et al., <i>World Together, Worlds Apart Companion Reader</i> (hereafter Reader)
<u>June 3</u>	<p>Discussion</p> <p>***Post two discussion questions under the Chapter 15 Discussion Forum by 8:00 am (Central time)</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 15 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
<u>June 4</u>	<p>Discussion—Continued</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 15 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
Chapter 16:	Alternative Visions of the Nineteenth Century
	<p>As we learned in the previous chapter, global citizens from the newly-formed United States to Latin America redefined the relationship between people and the government and heralded the “rights of man” and liberty. As social and political transformations reshaped some institutions and relationships, the rise of mass industrialization in Europe altered others. As</p>

<p><u>June 5</u></p>	<p>many will bask in the new found freedom of revolution and the economic wealth engendered by industrialization, some do not welcome nor have the opportunity to enjoy these benefits. As we discuss Chapter 16, challenge yourself to identify and examine why many global citizens had alternative visions and experiences with revolution and industrialization.</p> <p><u>Learning Objectives</u></p> <ol style="list-style-type: none"> 1. Evaluate the reasons for the nineteenth century emergence of alternative visions to capitalism, colonialism, and the nation-state. 2. Assess the shared traits and goals among these alternative visions. 3. Evaluate the differences between these visions and assess the factors that account for these differences. 4. Analyze the different groups that supported these alternative movements. 5. Evaluate the legacies of the disparate alternative visions that emerged in the nineteenth century. <p>Read Chapter 16 in Textbook</p>
<p><u>June 6</u></p>	<p>Read Chapter 16 in Reader</p>
<p><u>June 8</u></p>	<p>Discussion</p> <p>***Post two discussion questions under the Chapter 16 Discussion Forum by 8:00 am (Central time)</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 16 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
<p><u>June 9</u></p>	<p>Discussion—Continued</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 16 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p> <p>***Paper Option One Due by midnight (Central time)</p>
<p>Chapter 17:</p>	<p>Nations and Empires, 1850-1914</p> <p>As the title of the chapter indicates, from 1850 to 1914 many larger, industrialized countries attempted to enhance their economic, political, and global power through imperial expansion and growth. At this time colonization of others and nationalism went hand-in-hand to provide these nations the impetus and power to redraw the map of the world (see maps within chapter). Although this process of expansion and nationalism helped larger nations, they often adversely affected indigenous peoples in conquered lands. In response, subjected peoples redefined ideas of nationhood and used previous ideas and models to fight for self-determination and freedom. As we discuss Chapter 17, challenge yourself to examine the symbiotic relationship between nationalism and imperialism as well as the benefits and burdens caused by these dual movements. Moreover, try to identify how subjected peoples addressed and challenged this wave of empire-building.</p> <p><u>Learning Objectives</u></p> <ol style="list-style-type: none"> 1. Explain how nations were conceptualized and how nation-states were built. 2. Analyze why nationalism often led to colonization and/or territorial expansion.

	<ol style="list-style-type: none"> 3. Explain how colonization and territorial expansion shaped the lives of indigenous people. 4. Explain how new developments in industry, science, and technology reordered the relationships among the different parts of the world. 5. Explain how developments in technology, finance, and business reshuffled people and resources. 6. Was nationalism and imperialism a positive or negative force throughout the world between 1850 and 1914? What were its benefits? What were its burdens? <p>Read Chapter 17 in Textbook</p>
<u>June 10</u>	
<u>June 11</u>	Read Chapter 17 in Reader
<u>June 12</u>	<p>Discussion</p> <p>***Post two discussion questions under the Chapter 17 Discussion Forum by 8:00 am (Central time)</p> <p>***Respond to at least three of your classmate's questions/responses in the Chapter 17 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
<u>June 13</u>	<p>Discussion—Continued</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 17 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
June 16	<p>First Exam!</p> <p>-Exam will be available from midnight (Central time) on June 15 to midnight (Central time) on June 16</p>
Chapter 18:	<p>An Unsettled World, 1890-1914</p> <p>So far in this class we have watched how Europeans and those of European descent have occupied a commanding position in the world. They led the way in scientific, technological, political, social, and economic advancements that reshaped the world. Despite these many developments, the world was an unsettled one due mainly to the challenges that came with urbanization, industrialization, and colonized peoples' resistance to colonialism. Between 1890 and 1914, the unbalanced global economy, great disparities in wealth, and the push back from minorities for rights created a world on the brink. As we look at Chapter 18, we want to understand why the world is so unsettled. How have the major events and themes we have discussed in our previous discussions contributed to this intense atmosphere? What are the factors that engender such uncertainty and how could they lead to a possible world war?</p> <p><u>Learning Objectives</u></p> <ol style="list-style-type: none"> 1. Evaluate the developments that produced global anxieties and insecurities at the beginning of the twentieth century.

<p><u>June 17</u></p>	<ol style="list-style-type: none"> 2. Assess the role of modernism in challenging traditional ways of thinking across the globe. 3. Analyze ways in which states responded to growing economic and political inequalities. 4. Evaluate ways in which new conceptions of race, nation, and class challenged the political status quo during this era. 5. Assess the effect of shifting economic and political structures on women. <p>Read Chapter 18 in Textbook</p>
<p><u>June 18</u></p>	<p>Read Chapter 18 in Reader (do not need to read Casebook, stop reading at page 269)</p>
<p><u>June 19</u></p>	<p>Discussion</p> <p>***Post two discussion questions under the Chapter 18 Discussion Forum by 8:00 am (Central time)</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 18 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
<p><u>June 20</u></p>	<p>Discussion—Continued</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 18 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p> <p>*** Paper Option Two Due by midnight (Central time)</p>
<p>Chapter 19:</p>	<p>Of Masses and Visions of the Modern, 1910-1939</p>
	<p>We have already seen how the growth of nationalism, imperialism, and capitalism created an unsettled world as global peoples addressed these developments. With tensions high, the world erupted in a global war that lasted from 1914 to 1918. While most of the battles were fought on European soil, it was a truly global war that involved countless countries and soldiers across the world. The war seemed to catalyze the momentum toward mass participation, mass consumption, and mass production—or modernism with new modes of media and mass culture. In the aftermath of World War I, global citizens dealt with the consequences of war and modernization. Moreover, ideas of freedom, self-determination, and sovereignty continued to influence people as many sought freedom from one-time colonial powers. As we discuss Chapter 19, challenge yourself to understand the origins and lasting outcomes of World War I. More particularly we want to examine how competing visions of liberal democracy, authoritarianism, and anti-colonialism emerged and competed for preeminence leading up to World War II. Furthermore, we want to understand how these movements not only shaped postwar mindsets but reflected geopolitical rivalries and imperial networks in the 1920s and 1930s.</p> <p><u>Learning Objectives</u></p> <ol style="list-style-type: none"> 1. Evaluate the ways in which World War I disrupted societies around the world. 2. Explain how World War I ushered in the age of “mass society.” 3. Explain how authoritarian, liberal, and anticolonial visions proposed to reorder their

	societies during the 1920s and 1930s.
<u>June 22</u>	Read Chapter 19 Textbook
<u>June 23</u>	Read Chapter 19 and pages 304-312 in Chapter 20 of Reader
<u>June 24</u>	<p>Discussion</p> <p>***Post two discussion questions under the Chapter 19 Discussion Forum by 8:00 am (Central time)</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 19 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
<u>June 25</u>	<p>Discussion—Continued</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 19 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
Chapter 20:	The Three-World Order, 1940-1975
	<p>Just as we watched one world war reshape global structures and relationships, so too will World War II that lasted from 1939 to 1945. World War II destroyed the European-centered world that had emerged in the nineteenth century. In its place came a three-world order. The United States and the Soviet Union occupied the First World and Second World. Each believed that its ideology—liberal capitalism and communism—was superior and had universal application. After World War II, these two camps became engaged in a “cold war” to expand and counter each other’s global influence. The Third World consisted of formerly colonized and semi-colonized people caught in between two superpowers and their rival ideological blocs. While most countries were able to free themselves of colonial rule, they were unable to overcome deep-rooted problems of poverty and underdevelopment. Moreover, Third World nations often became the staging ground for cold war conflicts. By the 1960s and 1970s, this three-world order seemed to crack as new pressures shifted the economic wealth and posed new problems and configurations. As we discuss Chapter 20, challenge yourself to identify how World War II created this three-world order and how this new global structure affected not only superpowers but also those countries long under the grips of colonialism and imperialism.</p> <p><u>Learning Objectives</u></p> <ol style="list-style-type: none"> 1. Assess the contributions of World War II to the creation of the three-world order after 1945. 2. Evaluate the differences and similarities between the three worlds in terms of their goals and aspirations. 3. Analyze the role of cold war rivalries in shaping third world developments. 4. Evaluate the successes and failures of each world between 1945 and 1975. 5. Assess the major fissures that had developed in the three-world order by 1975.
<u>June 26</u>	Read Chapter 20 Textbook
<u>June 27</u>	Read Chapter 20 (pages 312-369) Reader

<u>June 29</u>	<p>Discussion</p> <p>***Post two discussion questions under the Chapter 20 Discussion Forum by 8:00 am (Central time)</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 20 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
<u>June 30</u>	<p>Discussion—Continued</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 20 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p> <p>***Paper Option Three due by midnight (Central time)</p>
Chapter 21	Globalization, 1970-2000
<u>July 1</u>	<p>By the 1970s, the three-world system crumbled as the Second World had collapsed and the Third World became splintered. Globalization, a new architecture of power, increasingly shaped all societies. The increased movement of peoples, capital, goods, and ideas across national boundaries in the last decades of the twentieth century has clearly opened up a new era in human history. These forces replaced large political empires as the chief engines of global integration. To some, globalization is Americanization. Although the United States has championed many of these changes and has emerged as the most influential society in the world today, the United States itself is being transformed by the forces of globalization. As we discuss Chapter 21, challenge yourself to identify how globalization restructured the world. How has it altered old political, social, and ethnic identities? How has it heightened the disparities in access to wealth, resources, and education among and within societies? Finally, examine how globalization has made the world in the twenty-first century exist both together and apart.</p> <p><u>Learning Objectives</u></p> <ol style="list-style-type: none"> 1. Analyze the forces that drove global interaction at the end of the twentieth century. 2. Describe the characteristics of globalization. 3. Analyze the possibilities and disparities created for many by globalization. 4. Explain how globalization shaped personal identities. <p>Read Chapter 21 in Textbook</p>
<u>July 2</u>	<p>Read Chapter 21 in Reader</p>
<u>July 3-4</u>	<div style="text-align: center;">  <p>Happy Fourth of July!!!</p> </div>
<u>July 6</u>	<p>Discussion</p> <p>***Post two discussion questions under the Chapter 21 Discussion Forum by 8:00 am</p>

	<p>(Central time)</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 21 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
<u>July 7</u>	<p>Discussion—Continued</p> <p>****Respond to at least three of your classmate's questions/responses in the Chapter 21 Discussion Forum</p> <p>-Your first response must be done by 2:00pm (Central time)</p> <p>-All of your three responses must be done by <u>Midnight</u> (Central time)</p>
<u>July 8</u>	<p>Read Epilogue in Textbook</p> <p>****The Past Meets the Present Assignment Due by midnight (Central Time)</p>
July 10	<p>Final Exam!!!</p> <p>-Exam will be available from midnight (Central time) on January 9 to midnight (Central time) on January 10</p>