CH 203: AMERICAN EXPERIENCES AND CONSTITUTIONAL CHANGE

Fall 2016
Section 1008
TTh 1:00–2:15 pm
MSS 101

Instructor Information

Instructor: Dr. Greta de Jong (Associate Professor, Department of History)
Office location: MSS 104
Office hours: Th 2:00–4:00 pm
CH Mailbox: MSS 120
Phone: (775) 784-6455
E-mail: gdejong@unr.edu

The office hours listed above are the times when you can be sure of finding me in my office. If you have a scheduling conflict that prevents you from visiting during office hours, contact me to arrange an alternative time to meet. The best way to contact me is by e-mail or by speaking to me after class.

Course Description and Core Objectives

This course examines the development of the United States from precolonial times to the present, paying particular attention to beliefs and cultural values that have shaped the society over time. Key themes include the interaction among various ethnic groups on the continent; the emergence of national ideals such as liberty, equality, and democracy; constitutional principles and conflicting interpretations of their meaning; and the experiences of groups who were excluded from full participation in American society by racism, sexism, and other forms of discrimination. Students will read, analyze, contextualize, discuss, and write about an array of primary source documents and cultural artifacts pertaining to these topics. Through the work done in this course, students will develop a solid understanding of the nation’s evolution over time and the forces that shaped the modern United States. They will also develop critical thinking and communication skills that can be applied in other academic and professional contexts.

This Core Humanities course satisfies Core Objectives 5 and 8 of the Silver Core Curriculum:

**CO5. History and Culture:** Students will be able to describe the processes by which past and present societies have been created and perpetuated through their history, ideas, and cultural products. Students will engage both historical and contemporary cultural texts through critical reading, analysis, and interpretation in the context of culture, society, and individual identity.

**CO8. Constitution:** Students will demonstrate familiarity with the origins, history, and essential elements of the Constitutions of the United States and Nevada, as well as the evolution of American institutions and ideals.

In addition, CH 203 helps students to develop the skills described in Core Objectives 1 and 3. These objectives are reinforced throughout the curriculum in other courses students take to fulfill core and major requirements:

**CO1. Effective Composition and Communication:** Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

**CO3. Critical Analysis and Use of Information:** Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.
Student Learning Outcomes (SLOs) and Correlation to Core Objectives (COs)

Students successfully completing CH 203 will be able to:
1. Express ideas clearly and persuasively both orally and in writing, using relevant evidence to support their arguments. (CO1, CO3)
2. Read, interpret, and analyze primary source texts with attention to content, historical and cultural context, genre, and language. (CO3, CO5)
3. Analyze authors’ arguments by identifying perspectives, assumptions, strategies, and omissions. (CO3)
4. Trace the sources and development of American intellectual traditions and cultural institutions, with attention to the diversity of experiences and voices that shaped the nation. (CO5, CO8)
5. Understand how arts, technologies, scientific discoveries, and political ideologies contributed to Americans’ sense of themselves and society. (CO5, CO8)
6. Connect the beliefs, values, and actions of past generations of Americans to contemporary conditions in the United States. (CO5, CO8)
7. Explain the historical origins, philosophical foundations, and core principles of the United States and Nevada Constitutions. (CO5, CO8)

You may notice that the abbreviation SLO followed by a series of numbers appears on some course materials. This simply means that the lecture, discussion, assignment, or other activity offers opportunities for students to practice skills related to the learning outcomes listed above (e.g., “SLOs 1, 3, 4” means the activity requires you to express ideas orally or in writing (SLO 1), analyze authors’ arguments (SLO 3), and trace the sources and development of American intellectual and cultural institutions (SLO 4)).

Textbooks

The following texts are required reading in this class:

Herman Melville, Bartleby and Benito Cereno (New York: Dover Thrift Editions, 1990)

Students must also purchase a Turning Technologies ResponseCard NXT personal response “clicker,” available from the ASUN bookstore, for use in short quizzes that will be administered in the lecture periods.

Films

In addition to the readings, students are required to view the following two films before the dates when we will discuss them in class (see the Lecture Topics and Reading Schedule below):

Modern Times, directed by Charlie Chaplin (1936) (87 min)
View before November 6
Salt of the Earth, directed by Herbert Biberman (1953) (94 min)
View before November 15

The films are on reserve in the Multimedia Center on Floor 1 of the Mathewson-IGT Knowledge Center and can be viewed in the library any time it is open. Students may also obtain copies of the movies from local video stores or through services such as Netflix. Please plan ahead to schedule your movie viewing—if you leave it until the night before class to try to obtain the films, they might not be available.
Course WebCampus Site

Some additional required readings are posted on the course WebCampus site in the Readings folder. There are also many other resources on the site that provide essential information for students. To access the WebCampus site, go to the UNR website homepage (www.unr.edu) and click on “Quicklinks,” then on “WebCampus” in the menu bar at the top of the page. Log in with your UNR NetID and password, and you should see a list of WebCampus sites for the classes that you are enrolled in. Information about obtaining and activating your NetID is at: https://netid.unr.edu/UserActivation.aspx.

Assessment

Assessment will be based on how well students complete the following tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20 percent</td>
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<tr>
<td>In-class quizzes using clickers</td>
<td>40 percent</td>
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<tr>
<td>Assignment and essay portfolio</td>
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<tr>
<td>Portfolio 1 (due September 27)</td>
<td>10 percent</td>
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<tr>
<td>Portfolio 2 (due October 25)</td>
<td>10 percent</td>
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<tr>
<td>Portfolio 3 (due December 6)</td>
<td>20 percent</td>
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Class participation
Each class period will consist of a mixture of lecture and discussion. Discussions provide opportunities to ask questions about anything you did not understand, practice your analytical and oral expression skills, and engage in dialogue and debate about the various topics we examine during the semester. Class participation is defined broadly and includes attendance, attentiveness during lectures, contributions to discussions, and respectful interactions with your instructor and classmates. Guidelines and advice for doing well in class participation are posted on the course WebCampus site in the Course Mentor folder.

Clicker quizzes
In every class period there will be a short quiz or other activity designed to assess your understanding of the readings and lectures. Students will submit answers using their clickers. It is therefore very important to complete the assigned readings by the dates they are listed in the schedule and to attend class regularly. Each clicker question will be worth one percentage point of your grade. There will be a total of 40 clicker questions during the semester, plus 5 extra questions during the final class period to allow students who missed class or forgot their clickers once or twice to make up the lost points. Students who answered all the regular quiz questions during the semester can receive additional points in the final class period, but the maximum number of clicker points that can be earned is capped at 40 for all students. Read Using Clickers in CH 203 in the Course Mentor folder on WebCampus for information about what to expect in the clicker quizzes and policies regarding clicker use in the class.

Assignment and essay portfolio
Students must purchase a folder with pockets on each side of the interior to hold portfolio material. Each time you submit your portfolio, include all of the written work you have done during the semester, with old assignments and essays in the left pocket of the portfolio and new material on the right side. Each essay and assignment will be graded individually during the semester so that you can keep track of your progress and work on improving your essay writing skills. At the end of the semester I will adjust your overall portfolio grade, taking into account the quality of your later work compared to the work you did at the start of the semester. If your work shows improvement in the later stages, I will add between 0.5 and 2 points to your portfolio grade in the Portfolio Adjustment column on WebCampus, depending on how much your work improved over the semester. Points will only be added, not deducted, so if your work did not get better or (horror!) grew worse, there will be no change to your grade.

Lists of assignments and essays to be included in each portfolio submission are posted on the course WebCampus site. Also posted on the site are helpful tips on how to read the assigned texts and prepare for discussions, how to write good essays, and the criteria for grading essays, all of which you should read carefully before the first portfolio is due.
Portfolios are due in lecture on the dates listed above. If you are unable to attend class on a portfolio due date you may e-mail your portfolio assignments to me. You will lose three points from your portfolio grade if you submit it after 5 pm on the due date, unless you have arranged for an extension.

If you have any questions or concerns about your grades for assignments or essays during the semester, feel free to talk to me at any time about what you can do to improve the quality of your work. If you wish to dispute a grade, you must write a one-page explanation for why you think you deserve a higher grade, with reference to the grading criteria posted on the WebCampus site, citing specific things you did well in your essay or assignment and how it meets the criteria for a higher grade.

**Unexpected emergencies**

There is some flexibility built into this course to allow for occasional emergencies that sometimes prevent students from attending class or completing work on time. The extra clicker questions in the final class period provide an opportunity to make up for points lost due to missed lectures or other mishaps, and the portfolio system means you can work on assignments and essays over several weeks instead of rushing to meet a deadline every week. Students may also complete a make-up assignment to recover points lost for absences or other missed work. If you experience sustained personal difficulties that prevent you from completing significant amounts of course work, please come and see me to discuss whether any accommodations can be made or if it would be better for you to drop the class. Providing written evidence that events beyond your control have been interfering with your studies is helpful in such cases. See Policies Regarding Missed Work in the Course Mentor folder on WebCampus for more information about what to do about missed work as well as incentives for students who do not miss any classes.

**Grading Criteria**

Grading criteria for written work are set out below. Students should also read and follow the guidelines set out in “Advice for Writing Assignments and Essays” and “Common Problems in Student Essays” in the Course Mentor folder on WebCampus to ensure they meet the highest standard possible in their written work.

**F (less than 60%)**

F is for work that is not acceptable. It demonstrates that the student has no idea what the course material is about, suggesting a lack of interest or effort and possibly some absences from class. Students who do the reading and come to class regularly rarely receive an F. If you think you have been trying hard and you get an F on an assignment, I encourage you to come to me for help.

**D– (60–62%), D (63–66%), D+ (67–69%)**

D is given for work that is inadequate. It omits important points, contains more than a few inaccuracies, and is badly organized. It suggests that the student has not been paying much attention to the course or is having problems understanding the material. As in the case of an F grade, if you think you have been trying hard and receive a D grade for a writing assignment, come and see me for help. I will do everything I can to assist students who want to work to improve their grades.

**C– (70–72%), C (73–76%), C+ (77–79%)**

C is given for work that is average. The student shows familiarity with the material and is mostly accurate, but the paper lacks detail or effective organization. The C essay might make general points but fail to support them with specific evidence, or it might be merely a collection of facts, with no coherent theme or thesis. You can pass the course with this kind of work, but you should aim higher.

**B– (80–82%), B (83–86%), B+ (87–89%)**

B denotes work that is above average in quality. It demonstrates that the student knows and understands the material covered in class, and that s/he is capable of synthesizing it into a competent essay. It is accurate, detailed, and well organized, with an introduction, a thesis, and a conclusion.

**A– (90–94%), A (95–100%)**

A is for work of exceptional quality. This grade is for essays that present a clear thesis supported by persuasive evidence and analysis, logically organized, and free from typing or grammatical errors. The A essay does more than just competently
summarize material from the readings or lectures. It shows the student has thought things through on a deeper level and offers his or her own perspective on the topics under consideration.

**Academic Dishonesty**

I expect all students to do their own work in this course unless I have specifically assigned a group activity or project. Copying someone else’s work, or allowing your own work to be copied, is dishonest and unfair to other students who are striving to complete assignments and essays on their own.

The university’s Academic Standards policy states:

Academic dishonesty is against university as well as the system community standards. Academic dishonesty includes, but is not limited to, the following:

- **Plagiarism:** defined as submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion.
- **Cheating:** defined as (1) obtaining or providing unauthorized information during an examination through verbal, visual or unauthorized use of books, notes, text and other materials; (2) obtaining or providing information concerning all or part of an examination prior to that examination; (3) taking an examination for another student, or arranging for another person to take an exam in one's place; (4) altering or changing test answers after submittal for grading, grades after grades have been awarded, or other academic records once these are official.

Sanctions for violations of university academic standards may include the following:

1. filing a final grade of “F”;
2. reducing the student’s final course grade one or two full grade points;
3. awarding a failing mark on the test or paper in question;
4. requiring the student to retake the test or resubmit the paper.

Copying someone else’s entire paper or article is a clear example of academic dishonesty, but note that plagiarism can take other, less obvious forms as well. “Language, ideas, thoughts or work of another” includes any material used in your assignments and essays that was written or produced by others. Using brief phrases or sentences from books, articles, internet sites, documents, or other sources without letting your reader know where they came from is a form of plagiarism. You must properly acknowledge your use of other people’s words by placing them in quotation marks and citing all sources used in your paper. Even if you paraphrase someone else’s ideas and do not quote them directly, you must still indicate where those ideas came from. Citations should also be given for little-known facts and statistics.

**Any student found violating academic standards in this course will receive a final grade of F.** In addition, all cases of academic dishonesty are reported to the Office of Student Conduct and become part of the student’s academic record. Potential employers as well as the directors of graduate and professional programs to which students may apply can request copies of these records, in which case the academic dishonesty charge will be disclosed.

**Academic Success Services**

Your student fees cover use of the Tutoring Center, the University Writing Center, and the Math Center. Students are encouraged to take advantage of these services as needed.

Tutoring Center: ph. 784-6801 or visit www.unr.edu/tutoring
University Writing Center: ph. 784-6030 or visit www.unr.edu/writing_center
Math Center: ph. 784-4433 or visit www.unr.edu/mathcenter

**Students with Disabilities**

The University of Nevada, Reno is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. If you have a documented disability and will be
requiring assistance, please contact me or the Disability Resource Center (Thompson Building Suite 101) as soon as possible to arrange for appropriate accommodations.

Audio and Video Recording

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

Submissions to The Montag

The Montag is a student-edited undergraduate research journal that publishes essays, art, creative writing, and other work by students taking courses in the College of Liberal Arts. If you receive a grade of A for an assignment in this class, I encourage you to consider submitting it for publication in The Montag. The maximum page limit for submissions is 20 pages, and there is no minimum. To submit a piece of work, e-mail it along with your name and contact information to themontag@unr.edu.

Lecture Topics and Reading Schedule

Note:
• The schedule may be subject to some occasional changes or modifications. Be sure to check the Class Plans folder on WebCampus each week for the latest details on what we will be doing in each class period.
• Some weeks have a heavy reading load and these are marked with asterisks (**). You should make a note of these in your schedule planner and allow enough time to complete the reading in those weeks.

Week 1 (Readings: 26pp | SLOs: 1, 4)
(T) August 28 Introduction
(Th) August 30 Clicker orientation
From WebCampus:
Read the information in the Course Mentor folder on the course WebCampus site, especially Using Clickers in CH 203.

*Final date to add a class without instructor’s permission or drop a class with full refund is Friday, August 31.

Week 2 (Readings: 28 pp | SLOs: 1, 2, 3, 4, 6)
(T) September 4 European and American encounters
From Casper and Davies, Five Hundred Years:
“Introduction” and “Foreword,” pp. xi–xiv
“Discovery, Conquest, Encounter” (Introduction to Section I), pp. 1–3
Christopher Columbus, “Letter to the Sovereigns” (1493), pp. 4–8
Bartolomé de las Casas, “The Very Brief Relation” (1552), pp. 9–12
From course WebCampus site:
Chrestien LeClerq, “Your People Live Only Upon Cod” (c. 1677), 1–2

(Th) September 6 The city upon a hill: Puritan settlement of New England
From Casper and Davies, Five Hundred Years:
John Winthrop, “A Model of Christian Charity” (1630), pp. 17–20
Massachusetts General Court, “Provoking Evils” (1675), pp. 28–33

*Final date to add a class (with instructor’s permission) is Thursday, September 6.
Week 3** (Readings: 76pp | SLOs: 1, 2, 3, 4, 5, 6, 7)

(T) September 11  
Us vs. them: War and ideology in the age of the Puritans (and beyond)
From Andrews, Classic American Autobiographies:
“Introduction,” pp. 8–18
Mary Rowlandson, A True History of the Captivity and Restoration of Mrs Mary Rowlandson (1682), pp. 19–69
From Casper and Davies, Five Hundred Years:

(Th) September 13  
The Enlightenment in Europe and America
From Casper and Davies, Five Hundred Years:
“Intellectual and Political Revolutions” (Introduction to Section II), pp. 49–50
Thomas Paine, “Common Sense” (1776), pp. 51–56

Week 4** (Readings: 107pp | SLOs: 1, 2, 3, 4, 5, 6, 7)

(T) September 18  
How revolutionary was the American Revolution?
From Casper and Davies, Five Hundred Years:
Thomas Jefferson, “Declaration of Independence” (1776), pp. 57–61
Lemuel Haynes, “Liberty Further Extended” (1776), pp. 65–68
George Washington, Letter to James Madison (1786), p. 77
United States Constitution and Bill of Rights (linked from Week 4 Class Plan on WebCampus)

(Th) September 20  
Creating a national identity
From Casper and Davies, Five Hundred Years:
From Andrews, Classic American Autobiographies:
Benjamin Franklin, The Autobiography of Benjamin Franklin (1771–1784), pp. 70–156

Week 5** (Readings: 59pp | SLOs: 1, 2, 3, 4, 5, 6, 7)

(T) September 25  
Extending and limiting democracy in the nineteenth century
From Casper and Davies, Five Hundred Years:
Thomas Jefferson, “Notes on the State of Virginia” (1785), pp. 61–64
“Progress, Freedom, Slavery” (Introduction to Section III), pp. 109–111
Alexis De Tocqueville, “Democracy in America” (1835), pp. 112–118
Maria Stewart, “Why Sit Ye Here and Die?” (1832), pp. 133–135
Henry David Thoreau, “On Civil Disobedience” (1849), pp. 149–155

(Th) September 27  
Work and leisure in an industrializing nation
From Casper and Davies, Five Hundred Years:
Address of the Workingmen’s Party of Charlestown (1840), pp. 124–127
From Melville, Bartleby and Benito Cereno:
Herman Melville, “Bartleby” (1853), pp. 3–34

Portfolio 1 due Thursday, September 27

Week 6 (Readings: 32pp | SLOs: 1, 2, 3, 4, 5, 6, 7)

(T) October 2  
Women’s place
From Casper and Davies, Five Hundred Years:
Women’s Rights Convention, “Declaration of Sentiments” (1848), pp. 156–159
Sojourner Truth, “Ar’n’t I a Woman?” (1851), pp. 160–163

(Th) October 4  
Men’s place
From course WebCampus site:
Ann Friedman, “It’s Not the End of Men” (2010)
Week 7** (Readings: 114pp | SLOs: 1, 2, 3, 4, 6, 7)
(T) October 9  Slavery and its opponents
From Casper and Davies, *Five Hundred Years:
  George Fitzhugh, “Cannibals All!” (1857), 164–168
From Andrews, *Classic American Autobiographies:
  Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845), pp. 229–327

(Th) October 11  Civil War and the redefinition of freedom
From Casper and Davies, *Five Hundred Years:
  Abraham Lincoln, “Emancipation Proclamation” (1863), “Gettysburg Address” (1863), and “Second Inaugural Address” (1865), pp. 171–174

Week 8 (Readings: 52pp | SLOs: 1, 2, 3, 4, 5, 6, 7)
(T) October 16  Expanding America
From Casper and Davies, *Five Hundred Years:
  “Expansion and Ethnic Transformation” (Introduction to Section IV), pp. 175–177
  John O’Sullivan, “Annexation” (1845), pp. 141–144
  Frederick Jackson Turner, “Significance of the Frontier” (1893), pp. 184–187
From course WebCampus site:
  Introduction to Casper and Davies, *Of Sagebrush and Slot Machines*, pp. 1–15
  William Smythe, “Conquest of the Arid West” (1900), pp. 43–50
  Excerpts from the Nevada Constitution (1864), pp. 202–205

(Th) October 18  The other side of the frontier
From Casper and Davies, *Five Hundred Years:
  Elias Boudinot, “An Address to the Whites” (1826), pp. 103–108
  Francisco Bilbao, “La América en Peligro” (1856), 145–148
  Helen Hunt Jackson, “A Century of Dishonor” (1881), pp. 188–191

Week 9 (Readings: 19pp | SLOs: 1, 2, 3, 4, 5, 6)
(T) October 23  Corporations and their impact
From Casper and Davies, *Five Hundred Years:
  Edward Alsworth Ross, “The Old World in the New” (1914), pp. 224–230
  Horace Kallen, “Democracy Versus the Melting Pot” (1915), pp. 231–236

(Th) October 25  Resistance to corporate dominance in the Progressive Era
From Casper and Davies, *Five Hundred Years:
  Jacob Riis, “How the Other Half Lives” (1890), pp. 192–194

Portfolio 2 due in lecture, Thursday, October 25

**Note:** The final date to drop a class and receive a W grade is Thursday, October 25. If you decide to withdraw from CH 203, you must officially drop the class to avoid receiving an F grade at the end of the semester. Instructors cannot assign W grades — this can only be done by Admissions and Records. If you did not complete the course and your name still appears on the class list at the end of the semester, I will be forced to give you an F.

Week 10 (Readings: 34pp | SLOs: 1, 2, 3, 4, 5, 6)
(T) October 30  “New Negroes” and “New Women”
From Casper and Davies, *Five Hundred Years:
  “Modernity and Heritage” (Introduction to Section V), pp. 247–250
  Countee Cullen, “A Song of Promise” (1925), “Incident” (1925), and “Heritage” (1925), pp. 271–276

(Th) November 1 The Roaring Twenties and fundamentalist responses to modernity
From Casper and Davies, Five Hundred Years:
   Sinclair Lewis, “Our Ideal Citizen” (1922), pp. 251–254

**Week 11 (Readings: 9pp + movie | SLOs: 1, 2, 3, 4, 5, 6, 7)**

(T) November 6 The Great Depression and the death of dreams
Movie: Modern Times (1936)

(Th) November 8 The New Deal and its opponents in the 1930s
From Casper and Davies, Five Hundred Years:
   John Steinbeck, “Grapes of Wrath” (1939), pp. 293–298
   Franklin Roosevelt, “State of the Union Message” (1944), pp. 306–308

**Week 12 (Readings: 21pp + movie | SLOs: 1, 2, 3, 4, 5)**

(T) November 13 The “Good War”: America and World War II
From Casper and Davies, Five Hundred Years:
   Ernie Pyle, “Brave Men” (1944), pp. 299–302
   Ted Nakashima, “Concentration Camp, U.S. Style” (1943), pp. 303–305

(Th) November 15 Containing communism at home and abroad
From Casper and Davies, Five Hundred Years:
   “Conformity, Protest, Identity Politics” (Introduction to Section VI), pp. 309–313
   Gertrude Crampton, “Tootle” (1945), pp. 323–326
   Juan José Arévalo, “The Shark and the Sardines” (1961), pp. 400–401, 403–405
Movie: Salt of the Earth (1953)

**Week 13 (Readings: 20pp | SLOs: 2, 3, 4, 5, 6)**

(T) November 20 Suburbia and its discontents
From Casper and Davies, Five Hundred Years:
   Jackie Robinson, “Jackie Robinson: My Story” (1948), 319–322

(Th) November 22 Thanksgiving break—no class

**Week 14** (Readings: 163pp | SLOs: 1, 2, 3, 4, 6, 7)

(T) November 27 Black American lives and struggles in the twentieth century
Lorraine Hansberry, Raisin in the Sun (1959)

(Th) November 29 The civil rights movement and historical memory
From Casper and Davies, Five Hundred Years:
   Martin Luther King Jr., “Letter from Birmingham Jail” (1963), pp. 348–352

**Week 15 (Readings: 21pp | SLOs: 1, 2, 3, 4, 5, 6)**

(T) December 4 Student activism and the New Left in the 1960s
From Casper and Davies, Five Hundred Years:
   Students for a Democratic Society, “Port Huron Statement” (1962), pp. 343–347
(Th) December 6  Culture wars and conservative reactions to “The Sixties”
From Casper and Davies, *Five Hundred Years*:
  Ronald Reagan, “Farewell Address to the American People” (1989), pp. 409–413
From WebCampus:
  Young Americans for Freedom, “Sharon Statement” (1960)

Portfolio 3 due Thursday, December 6

**Week 16 (Readings: 14pp | SLOs: 2, 3, 4, 5, 6)**

(T) December 11  Post–Cold War conflicts and the global economy at the turn of the century
From Casper and Davies, *Five Hundred Years*:
  Robert Wright, “Two Years Later, A Thousand Years Ago” (2003), 429–433

Final class (SLOs: 1, 4, 5, 6, 7)

(T) December 18  Final review

  **Note:** Class meets from 5:00–7:00 pm for the final class period.
  Review session and discussion with additional clicker questions for making up missed quizzes or boosting your clicker quiz score.

Final grade totals will be posted to WebCampus by 5 pm on Thursday, December 20. **Students must check their grades and notify me of any inaccuracies by noon on Monday, December 24.** Final grades will be posted to MyNevada on Monday afternoon.