

# Western Civilization Since 1648 (Hybrid)

Fall 2017

Hybrid: 8/21/17-12/16/17

Saturdays 9 AM – 12 PM and Online

1697 Emeritus Hall

Instructor: Nickolas Perrone

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Office Hours: TBD

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This class is offered in a hybrid format. Students will attend 12 in-class meetings, with the remainder of the coursework to be completed online. The 11 in-class meetings will be held in room 1697 on the following Saturdays from 9am-12pm (8/26, 9/2, 9/16, 9/23, 10/7, 10/14, 10/28, 11/4, 11/18, 12/2 and 12/9). The final exam will be given on 12/16.

Welcome to Western Civilization Since 1648! This course will explore four main themes as we work our way through the last three and a half centuries: colonialism; capitalism; decolonization and revolutionary movements; and finally the origins of global climate change as it relates to the previous themes. We will trace the historical nature of global inequality and look at the rise of global capitalism.

These themes will serve to anchor our readings and discussions each week. We will trace the historical nature of global inequality and look at how European expansion contributed to the rise of global capitalism. In doing so we will also learn how non-Europeans helped shape the modern world. The bulk of the course is bracketed by, but not confined to, European colonization and eventual decolonization in the twentieth century. Through the use of these themes we will draw direct connections to the challenges and opportunities that we face in the world that we now inhabit.

## Required Texts:

- Hunt et.al., *The Making of the West, Volume II: Since 1500*, **5<sup>th</sup> Edition** (ISBN: 9781457681530)
- Katharine J Lualdi, *Sources of The Making of the West, Volume II: Since 1500*, **4<sup>th</sup> Edition** (ISBN: 9780312576127)
- Sidney W. Mintz, *Sweetness and Power: The Power of Sugar in Modern History*, (ISBN: 9780140092332)

**Grading:**

- 10% - Attendance and Participation
- 20% - Paper
- 15% - Midterm
- 10% - Guided Reading Exercises
- 15% - Weekly Discussion Questions
- 10% - Movie Review
- 20% - Final

I will provide study guides for the midterm and final one week before the exams. I will provide a prompt for the paper one month before the due date. I will also provide a writing guide for the paper. Writing is one of the most important components of the course. You will be graded on how well you organize and construct a coherent and persuasive argument throughout your paper. Furthermore, you should demonstrate that you comprehend the material we have covered, and can draw on your ability to think critically. If you have problems writing the paper and have struggled with writing in the past please consult the Writing Center (<https://english.santarosa.edu/writing-center-0>) **before** you contact me for advice on the basic mechanics of writing a good paper. Remember that spelling and grammar will be considered in your final grade.

Please make sure that all of your work is your own. Plagiarism is a serious violation and **all students who violate the academic code of conduct with regard to plagiarism will be referred to the appropriate school officials** for discipline. Please refer to this document for tips on avoiding plagiarism (<https://student-conduct.santarosa.edu/code-conduct-0>). Plagiarism can result in academic probation and expulsion from the college. If you are ever in doubt about whether or not you should cite a source, err on the safe side and cite it. One paper is not worth jeopardizing your academic career. Please utilize these wonderful resources for more information on how you can avoid plagiarism: <https://owl.english.purdue.edu/owl/resource/930/01/>.

**Student Learning Objectives:**

1. Understand the significant developments in world history from 1648 to present, including political, economic and, cultural aspects.
2. Interrogate and analyze primary historical evidence, including textual documents, artifacts and visual images.
3. Present interpretations and analysis of historical events and issues by assessing secondary and primary historical evidence, including identification of multiple perspectives, quotation of sources, and evaluation of arguments.

**Attendance:**

In order to receive an A for this class you must attend all of the lectures/discussions. The exams and paper will draw from both the readings and the lectures. The more classes you miss the lower your grade will be.

**Electronic Devices:**

I will allow laptops in the class exclusively for note-taking. Please do not check email, facebook, twitter, or other websites during the class. I understand that you think that these actions will affect no one, but when you are on a website or looking at pictures on facebook everyone behind you is looking at your screen. Please be respectful of the instructor and your colleagues, and refrain from browsing the internet during class.

I will not allow any audio recordings during the class. Recording requires the consent of all students in attendance as well as the instructor.

### **Special Needs and Emergencies:**

If you need disability related accommodations for this class, such as a note taker, test taking services, special furniture, etc., please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) to me as soon as possible. You may also speak with me privately during office hours about your accommodations. If you have not received authorization from DRD, it is recommended that you contact them directly. DRD is located in the Bertolini Student Center on the Santa Rosa campus, and Jacobs Hall on the Petaluma Campus.

Similarly, in the event of serious illness, personal injury, death in the family, or other personal crisis, I will be sympathetic and flexible with assignments if you alert me quickly. A belated excuse for missing class, an exam, or failing to submit a paper will not suffice. For all medical excuses, you will need to provide appropriate and clear written documentation.

### **Movie Review:**

For week 11 you will be required to write a two-page movie review. You will be asked to watch a movie that covers one of the events or individuals that we have covered in class. There are two components to this assignment: first, you are to provide a two-page review as if you are writing a criticism for an academic historical journal. The goal is to identify where the film is historically correct and where the actors/directors/producers have taken “artistic license” in order to make the film more interesting, or in the interest of brevity.

In the second component of this project you will act as one of the film’s producers and try and convince the class why they should watch your movie. You will have five minutes to make your pitch, and at the end of class we will vote for a winner. I will provide a list of films from which you can choose. You will be given more detailed instructions as we approach the assignment due date.

### **Discussions:**

Because this is a hybrid course, some of our work will be done online. This makes it imperative that you complete the assigned readings and answer the discussion questions before we physically meet on Saturday. You will not be required to answer all of the questions provided in the syllabus. I will tell you which ones to focus on for in-class and online discussions. Answering the questions is not necessarily all you need to do in order to receive full credit. You need to be sure to have some measure of analysis in your answer. I don’t simply want you to report back what the sources said, but do some critical reading and demonstrate that you have the ability to think critically.

You also need to have an argument. This is a good way to think about approaching any writing at the college level. We are beyond the point where you just need to prove that you did the reading. I don't want a book report, but instead I want you to demonstrate that you have the ability to construct an argument from the reading. If I ask about the similarities and differences between slaves and indentured servants, you should be able to make an argument about the nature of unfree labor (was it good? Was it bad? Were there winners and losers? If so, who were they? Was race an issue? If so, why? If not, why not?) The point here is that you can take any number of positions and make a convincing argument. This is the beauty of historical writing. There is not just one single right answer, there are a number of right answers (there are also wrong answers). There are a number of ways to make a convincing argument.

And this leads us to our final part of the argument, you must support your argument with evidence. We all have opinions, but they mean a lot less without evidence to support them. You can say that aliens built the pyramids, but without evidence it doesn't make for a very compelling argument (and you sound crazy). You should be able to find the primary source evidence that you need to support your arguments in the assigned readings. What you saw on the History Channel, or what your friend told you is not evidence. These are not academic or primary sources. And since this is a college level course, you should be able to demonstrate that you can utilize college level sources.

Finally, be sure to make thoughtful, well-reasoned comments to your colleagues. Try and actually engage with the argument. You can be critical as long as you are constructive, respectful, and polite. Also, you will always lose points for being late or not following directions.

### **A Note on Terminology:**

This is just a bit of guidance to help you navigate the sometimes-perilous subject of historical terminology. Some of the readings use the term "negro" when referring to African Americans. Most of these readings are from the nineteenth century or earlier. From the 1970s forward, that term falls out of favor with the people that it was used to describe, and thus becomes outdated and, in most cases, inappropriate. You should only use the term "negro" in quotes, as I have done, and only when referring directly to how people used the term in the past. It would be best to use the term African Americans at all times, unless directly quoting a text. The term "negro" is no longer appropriate and is offensive. The term African American did not exist in the nineteenth century or before, and the word "negro" was the most popular and, at the time, appropriate word for referring to Americans of African descent. Times have changed and that term is no longer appropriate.

The same goes for "colored people." This term is no longer appropriate to use. It was used through the 1960s, but has really been out of favor and become offensive in the last 40 years. If you need to describe all racial minorities in one fell swoop, then the term "people of color" is best. But, you should try and distinguish between racial and ethnic groups at all times. The experiences and situations of minority groups is almost never the same, and thus you should use extreme caution when using the term anyhow.

I don't make the rules, but you should be aware of what is and is not appropriate out in the wider world. Stick with "African Americans" and "people of color" and you should be alright. There

are far more nuances to these terms, and more terms that are appropriate or even better to use under certain circumstances, but for now these are a couple good rules to get acquainted with. Here is a good article to help explain the change over time and place:

<http://www.npr.org/sections/codeswitch/2014/03/30/295931070/the-journey-from-colored-to-minorities-to-people-of-color> (Links to an external site.)

The same rules apply when referring to Hispanics (people who come from Spanish speaking countries), Latinx (people who come from Latin America), and Chicanx (people of Mexican origin). Confused? That's alright, we'll have a chance to discuss these terms and many more as we move through the course. Here's a quick video to help you out if you need it:

[http://www.huffingtonpost.com/entry/hispanic-latino-latinx-difference\\_us\\_57e40929e4b0e28b2b52b15e](http://www.huffingtonpost.com/entry/hispanic-latino-latinx-difference_us_57e40929e4b0e28b2b52b15e)

One more note on terminology while we're at it. Please do not use the term "illegals" when referring to a person or group of people you believe to be in the United States without documentation. Only very serious misbehavior is generally considered "criminal" in our legal system. Violations of less serious laws are usually "civil" matters and are tried in civil courts. People accused of crimes are tried in criminal courts and can be imprisoned. Federal immigration law says that unlawful presence in the country is a civil offense and is, therefore, not a crime. The punishment is deportation (<http://www.tolerance.org/immigration-myths>). If you think about it, we don't even call people who have committed the most heinous crimes "illegal." People cannot be "illegal," simply by existing in a place where they are not citizens. Or better yet, people simply cannot be "illegal."

### **A Note on the Readings:**

The assigned readings are required. The main textbook is Hunt et.al., *The Making of the West, Volume II: Since 1500*, hereafter referred to as "textbook" in the syllabus. This is a traditional textbook and very accessible. You can buy, rent, or view online this book from a variety of purveyors. It is widely available. We are covering a lot of territory in this class so a textbook like this is a good place to have some relative grounding as we move through roughly three centuries of complex history.

The secondary book is Katharine J Lualdi, *Sources of The Making of the West, Volume II: Since 1500*. This book is a companion reader to the main textbook and will be hereafter referred to as "sources" in the syllabus. This book is filled with [primary sources](#) to accompany our textbook. You will learn to read these sources as historians do to determine what they mean and how they help us understand the past.

The final book is Sidney W. Mintz, *Sweetness and Power: The Power of Sugar in Modern History*. This book will be used to write your paper. It is a secondary source and will help us learn the subject matter that the book covers as well as how historians do the difficult work of writing history.

Some weeks we will have short articles or book chapters to read. Be sure to refer to the syllabus for the links to all of these readings.



Finally, and perhaps most importantly, buy the books!!!!!! (or rent them, or check them out from the library, or download them for free from a sketchy Russian website that will steal your identity and crash your computer) I am not particularly concerned with how you get the books. You will need the books to complete this course. There is no reason to wait until week three to purchase the books. If you are purchasing the books from an online purveyor that promises to deliver the books within three weeks, then be sure to have a way to access the assigned readings in the interim. If you email me to inform me that your books “are on the way” you will not receive an extension on your assignments. If you fall behind it can be difficult to catch up. If you get your books early, you will decrease your risk of falling behind.

### **Schedule:**

#### **Week 1: Who is History For? What is “the West?”**



8/26 – Class Discussion:

1. Jenkins – What is the difference between history and the past? Is there such thing as an objective historian? What should be the goals of writing history?
2. “The West” – Where is it? Who is “Western?” What role does religion play in shaping and reshaping the boundaries of “western” society? Periodization: Why 1500/1648 as a starting point? Why should you even care about this?
3. Sources – What do the first three documents tell us about how Europeans and Native Americans experienced the early colonial period? How do the first three documents challenge your previous understanding of early contact between Europeans and Native Americans? How do you think religious activity in Europe influenced European colonial efforts?

**Reading:** Keith Jenkins, *Re-thinking History*, Routledge Classics, 1991, Intro & chap. 1. (online); Textbook, Chapter 14; *Sources*, Intro and Chapter 14.

#### **Week 2: “Out of chaos comes order”**



### The Mercantilist Argument for Colonial Expansion



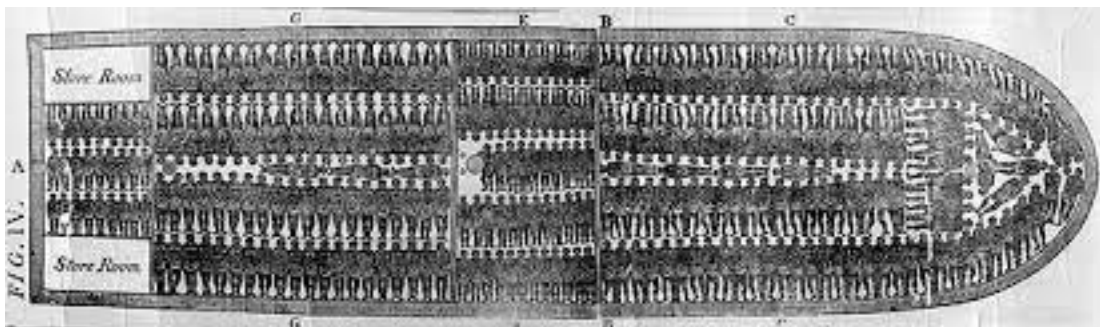
Source: Philip Dorf, *Our Early Heritage: Ancient and Medieval History*, Oxford Book Company (adapted)

9/2 – Class Discussion:

1. Textbook – Why did the outposts of constitutionalism develop? In what ways did the new constitutions embrace or ignore the “social contract?” Why did absolutism reign in Central and Eastern Europe? How was freedom expanded or restricted with relation to art, science, and gender in this period?
2. Sources – What is mercantilism and who was it designed to benefit? How did Hobbes and Locke change the way the European masses understood their relationship to the government?
3. Mintz – What is capitalism? What is a plantation economy? What is conspicuous consumption? Which European country pioneered sugar making and what were the consequences of the plantation system they used to produce sugar?

**Reading:** Textbook, ch.16; *Sources*, ch.16; Mintz, Intro, ch.1&2

### Week 3: The Atlantic World



Due 9/9 – Online Discussions:

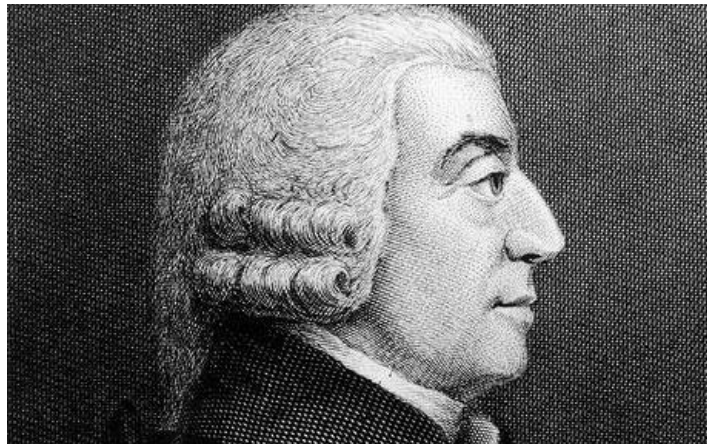
1. Textbook – What were the most prominent elements of labor and production in the Atlantic system? In what important ways were peasants in France and serfs in Poland and

Russia different than African slaves in the New World? Why did the Enlightenment and the Atlantic system arise at the same time?

2. Sources – In what ways were the experiences of Olaudah Equiano similar to those of millions of African slaves who were kidnapped and transported to the Americas? In what ways were Equiano's experiences extraordinary or exceptional? What does Astell's *Reflections* tell us about gender inequality in this period?
3. Mintz – How was early European sugar consumption linked to power and wealth? Why was sugar so popular as a medicine in sixteenth-century Europe? What other popular commodities encouraged sugar consumption in Europe? What is the relationship between sugar consumption among the working-class in Great Britain and rapid industrialization?

**Reading:** Textbook, ch.17; *Sources*, ch.17; Mintz, ch.3

#### **Week 4: Enlightenment**



9/16 – Class Discussion:

1. Textbook – What were the differences between the Enlightenment in France, the German states, and Great Britain? How did the Enlightenment impact the nobility, middle classes, and lower classes? Why did public opinion become a new factor in European politics in the second half of the eighteenth century?
2. Sources – Rousseau proposes that rather than being based on inequalities, governments should be established “as a true contract between the people and the leaders.” What does he mean by “a true contract?” In what ways does he present it as a solution to contemporary society's ills? What does Menetra's *Journal* tell us about the extent to which Enlightenment thinking created social consciousness and expanded the arena for criticizing political and religious establishments such as the Catholic church? How does the excerpt from Adam Smith support the view held by scholars that Smith helped to lay the theoretical foundations of modern capitalist society?



3. Mintz – How did those in power shape production and consumption of sugar in the 1600s-1800s? Why did the English people become such enthusiastic sugar consumers?

**Reading:** Textbook, ch.18; *Sources*, ch.18 (docs 1, 2, & 4); Mintz, ch.4

### **Week 5: Revolutions and Constitutions**



9/23 – Class Discussion

1. Textbook – Why would other European rulers have found the French Revolution so threatening? Why did the French Revolution turn increasingly radical after 1789? What factors led to the Terror?
2. Sources – How does Sieyès want to change the status of the Third Estate? What does de Gouges' *Declaration* tell us about the limits and possibilities of the language of freedom? What is Robespierre's notion of virtue? How do these documents allow us to chart the course of the French Revolution between 1789 and 1794?
3. How has sugar created the modern world in terms of labor, capitalism, and culture?

**Reading:** Textbook, ch.19; *Sources*, ch.19; Mintz, ch.5

### **Week 6: The Ashes of Revolution**



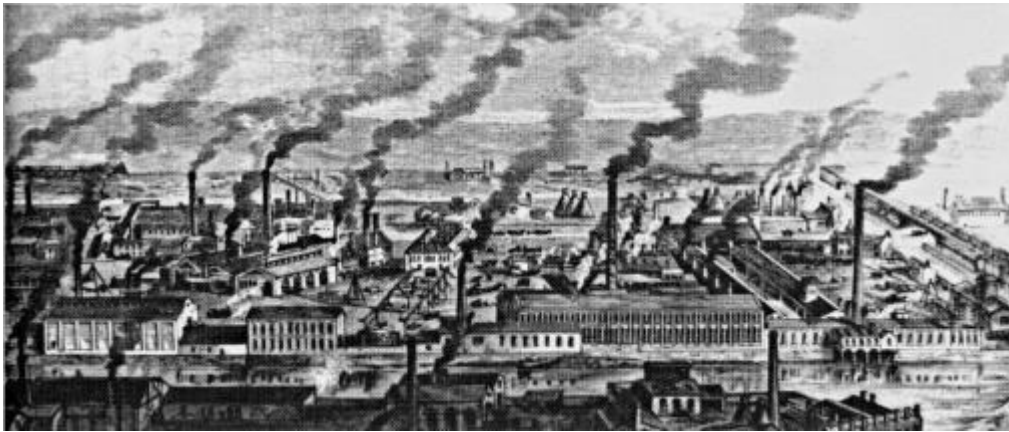
Due 9/30 – Online Discussions:

1. Textbook – In what ways did Napoleon continue the French Revolution, and in what ways did he break with it? Did the Congress of Vienna restore order? What best explains Napoleon's fall from power: apathy at home, resistance to his rule, or military defeat?

2. Sources – Al-Jabarti was highly critical of the French in Egypt because, from his perspective, they embraced the ideals of equality and liberty yet often placed restrictions on their meaning in practice. In what ways does Kakhovsky share this view? What does this suggest about contradictions in Napoleon's method of rule and their long-term consequences?
3. Mintz – Review and critique thesis statements.

**Reading:** Textbook, ch.20; *Sources*, ch.20

### **Week 7: Industrialization and Resistance to the New Order**



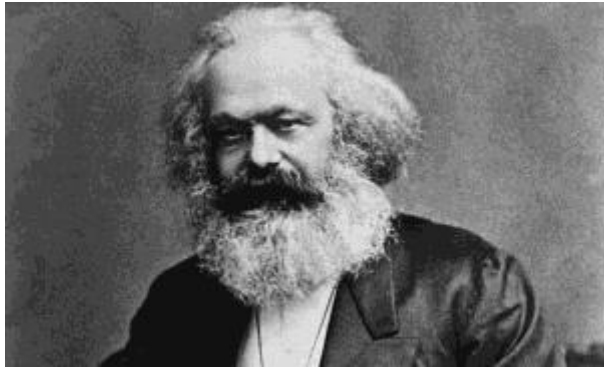
10/7 – Class Discussion:

1. Textbook – What dangers did the Industrial Revolution pose to both urban and rural life? Why did the Revolutions of 1848 fail?
2. Sources – Based on the first four documents, how did the Industrial Revolution create a new social and economic order in Europe? What does Commissioner Lin's letter suggest about the impact of these changes on China? How does Engels define the proletariat, and what sets it apart from other types of workers?

**Reading:** Textbook, ch.21; *Sources*, ch.21

**Mintz Paper Due at the beginning of class.**

## **Week 8: The Nation and the State**



10/14 – Class Discussion:

1. Textbook – How did cultural expression and scientific and social thought help produce the hardheaded and realistic values of the mid-nineteenth century? How did realism in social thought break with Enlightenment values?
2. Sources – What is Realpolitik? How do Spencer's and Darwin's ideas support the principles of Realpolitik? What do these documents reveal about how Europeans built a sense of national identity in the late nineteenth century?
3. Marx – What does Marx mean by “estranged labour?” What is the bourgeoisie and according to Marx how does money distort the reality of one's ability? Why do you think Marx became one of the most important and prolific thinkers of the nineteenth century?

**Reading:** Textbook, ch.22; *Sources*, ch.22

Karl Marx, “Estranged Labor,” *The Economic and Philosophical Manuscripts of 1844*.  
<http://www.marxists.org/archive/marx/works/1844/manuscripts/labour.htm>

Karl Marx, “The Power of Money in Bourgeois Society,” *The Economic and Philosophical Manuscripts of 1844*.  
<http://www.marxists.org/archive/marx/works/1844/manuscripts/power.htm>

## **Week 9: Building Nations and Empires**



Due 10/21 – Online Discussions:

1. Textbook – How did the new imperialism differ from European expansion four centuries earlier? What were the major changes in Western industry and business by the end of the nineteenth century? How did empire and industry influence art and everyday life?
2. Sources – According to Ferry and Williams, what factors are key to a nation's strength, and why are they important? How do you think Ndansi Kumalo would have reacted to Ferry's defense of colonial expansion?
3. Marinetti – What do Marinetti's manifestos say about modernity? How do the futurists envision war and violence? What is the role of women in Marinetti's futurism? How does futurism reflect the rise of nationalism and the role of science and technology in society?

**Reading:** Textbook, ch.23; *Sources*, ch.23

F.T. Marinetti, The Futurist Manifesto (1909); Manifesto of the Futurist Woman (1912)

[https://www.societyforasianart.org/sites/default/files/manifesto\\_futurista.pdf](https://www.societyforasianart.org/sites/default/files/manifesto_futurista.pdf)

<http://www.italianfuturism.org/manifestos/the-manifesto-of-futurist-woman/>

**Midterm (to be taken online) due by midnight on 10/21.**

### **Week 10: Finally, A Modern World**



10/28 – Class Discussion:

1. Textbook – What were the major factors leading to the outbreak of WWI? How did changes in society at the turn of the twentieth century affect the development of mass politics? How had nationalism changed since the French Revolution?
2. Sources – What might contemporary readers have found unsettling about the idea that women should have the right to vote or that dreams could reveal one's inner-most desires? How do both ideas represent a blurring of traditional boundaries between public and private life?
3. Morel and Kipling (Sources) – How does Kipling define the "White Man's Burden?" What duties does he think this "burden" entails? How does Morel flip Kipling's argument on its head and place the burden on black men?

**Reading:** Textbook, ch.24; *Sources*, ch.24

Edward Morel, *The Black Man's Burden* (1920) Pages 3-6

<http://www.archive.org/stream/blackmansburden00moreuoft#page/n7/mode/2up>

### **Week 11: A War to End All Wars**





11/4 – Class Discussion:

1. Textbook – In what ways was WWI a total war? Why did Russians rebel during WWI and what turned the rebellion into outright revolution? What were the major outcomes of the postwar peacemaking process?
2. Sources – How do Mussolini and Hitler reflect some of the values of the earlier futurists? How do the communists and fascists offer radically different solutions to similar problems? What do Franke, Sassoon, and the French factory worker reveal about the role of technology in WWI?
- 3.

**Movie Review:** Papers due in class and we will have our class presentations

**Reading:** Textbook, ch.25; *Sources*, ch.25

### **Week 12: Another War to End All Wars**



*'Remember . . . One More Lollypop, and Then You All Go Home!'*



Due 11/11 – Online Discussions:

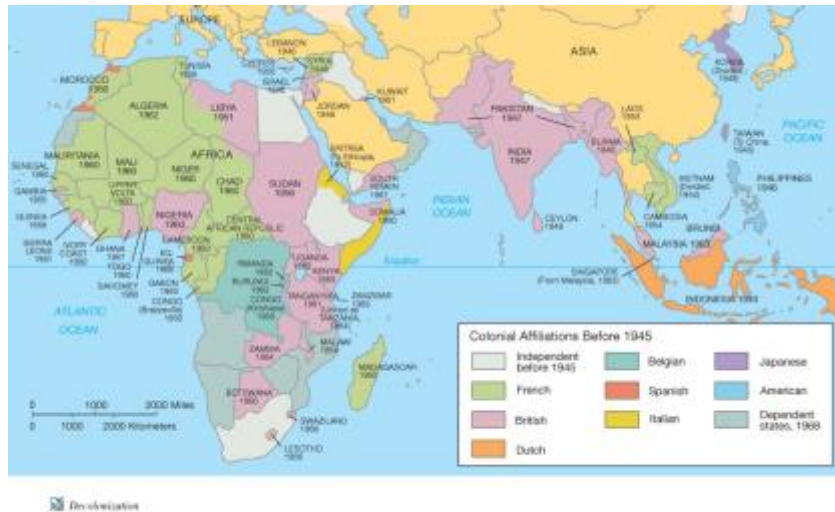
1. Textbook – What connections can you make between the Great Depression and the coming of the Second World War? How did democracies' responses to the twin challenges of economic depression and the rise of fascism differ from those of totalitarian regimes?
2. Sources – In what ways was the central message of Goebbels's pamphlet a reality for Bankhalter and Kibort? How might the Spanish Civil War have represented a rehearsal for WWII?
3. Bauman – In what ways was the Holocaust modern? Would the holocaust have been possible in the eighteenth century? Was the holocaust more a result of a long history of European anti-Semitism or was it an effect of developments in the nineteenth and early twentieth century?

**Reading:** Textbook, ch.26; *Sources*, ch.26

Zygmunt Bauman, *Modernity and the Holocaust*, Introduction

[http://www.faculty.umb.edu/lawrence\\_blum/courses/290h\\_09/readings/bauman\\_intro.pdf](http://www.faculty.umb.edu/lawrence_blum/courses/290h_09/readings/bauman_intro.pdf)

### **Week 13: Cold and Hot Wars**



11/18 – Class Discussion:

1. Textbook – Why did decolonization follow WWII so immediately? How were everyday culture and social life part of the cold war?
2. Sources – Based on the Cominform declaration and National Security Council paper, what similarities do you see between Soviet and US cold war attitudes and corresponding policies? How would you compare the struggles of Ho Chi Minh and Simone de Beauvoir against rigid traditional power structures during the postwar era?
3. Bauman – In what ways was the Holocaust modern? Would the holocaust have been possible in the eighteenth century? Was the holocaust more a result of a long history of European anti-Semitism or was it an effect of developments in the nineteenth and early twentieth century?

**Reading:** Textbook, ch.27; *Sources*, ch.27

**THANKSGIVING BREAK – NO ASSIGNMENTS FOR 11/25**

### **Week 14: The End of History?**



#### 12/2 – Class Discussion:

1. Textbook – What were the technological and scientific advances of the 1960s and 1970s, and how did they change human life and society? Why were there so many protests and uprisings across the West in the decades between 1960 and 1990?
2. Sources – Based in the first two documents, how and why did the events of the 1960s turn Western society upside down? How do the second, third, fourth, and fifth documents represent a broader debate concerning Western political values and global dominance?
3. Fukuyama and Graeber – What does Fukuyama mean by “The End of History?” How does Fukuyama view the world? Who does Fukuyama leave out in his assessment? According to Graeber, how and why does capitalism create “bullshit jobs?” Do you have a “bullshit job?”

**Reading:** Textbook, ch.28; *Sources*, ch.28

Francis Fukuyama, “The End of History,” *The National Interest*, Summer 1989  
<http://ps321.community.uaf.edu/files/2012/10/Fukuyama-End-of-history-article.pdf>

David Graeber, “On the Phenomenon of Bullshit Jobs,” *Strike Magazine*, August 17, 2013  
<http://strikemag.org/bullshit-jobs/>

#### **Week 15: Living in the Future and the Past**



12/9 – Class Discussion:

1. Textbook – What trends suggest that the nation-state was a declining institution at the beginning of the twenty-first century? Economic crises caused by climate change, the spread of disease, and trade and financial disturbances have been constants throughout history. How does the economic crisis that began in 2007 compare to earlier crises?
2. Sources – What comparisons can be made between the European Union's expansion and energy objectives and China's preparations for the 2008 Summer Olympic Games? In what ways do they reflect each region's efforts to redefine its role in the twenty-first century?
3. Harp – How is the role of Western leftists joining the fight in Rojava against ISIS similar to the leftists who joined the fight against fascism during the Spanish Civil War? how is it different?

**Reading:** Textbook, ch.29; *Sources*, ch.29

Seth Harp, "The Anarchists vs. The Islamic State." *Rolling Stone*. February 14, 2017.

<http://www.rollingstone.com/politics/features/american-anarchists-ypg-kurdish-militia-syria-isis-islamic-state-w466069>

**FINAL: 12/16 - 9 AM – 12 PM 1697 Emeritus Hall**

The final will be in class, not online.