**Ryerson University**

**Department of History**

**HIS 594: *World Conflict, 1900-1945* (Fall Session 2014)**

**Mondays 1100-1200 RCC 201**

**Fridays 0800-1000 EPH 142**

**Dr. Arne Kislenko**

**Office Hours : JOR 510 Mondays 12:10 – 14:00**

**Fridays 10:10 – 12:00 *or by appointment***

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**Please note:** Please do not use email for in depth discussions, such as essay advice. Although office hours are usually busy, and you may have to wait, they are the best means to get direction and help. If it is possible, I will often stay in office hours beyond those posted. It is very difficult to respond to detailed questions by email. This outline will be available on my website (above) and on Ryerson´s Blackboard.

**Course Description**: *one semester, history programme study: NOT a liberal studies course*

The early twentieth century witnessed the breakdown of the international political and economic order. Great power rivalries, an arms race, competition for colonies and markets, and domestic turmoil contributed to the explosion in 1914. The First World War destroyed much of European civilisation by bringing an end to four empires, and greatly weakening the power of several others. Countries like the United States and Japan became key players in the new order. New ideologies and new forms of government developed as a result of the changes, giving rise to even more instability and conflict: evidenced in the rise of Mussolini, Stalin, and Hitler. The global economic crisis in the 1930s brought additional pressures that eventually erupted in another world war between 1939 and 1945. How and why did this happen? Why did Europe self-destruct? What about other countries? This course will explain the enormity of changes that occurred with First World War and the subsequent attempts to re-establish a stable international order in the 1920s and 1930s. We will also examine how and why these attempts failed, and why the Second World War occurred. A wide array of topics and events will be addressed, such as imperialism; nationalism; militarism; technological advancements; pressures for war; the Paris Peace Conference and dismantling of empires; ideological extremism and the rise of Hitler and Stalin; Japan’s conquests in Asia; the Great Depression; American isolationism; appeasement policy; the coming of WWII; the Holocaust; the atomic bomb; “total war”; and the development of a new "cold war" between the United States and the Soviet Union after 1945. In the process, we will examine the historical roots, structures, and problems that shape

the international order today.

**Course Organisation**:

The course uses both lectures and seminars. Specific topics and readings are assigned for each seminar. There will be one document analysis, one essay, and a final examination based on the topics covered during the term.

## Course Objectives and Anticipated Learning Outcomes:

1. To explore the changing nature of international society in the modern age through in depth study of key events between (mainly) 1900 and 1945.
2. To trace the origins, development, and impact of modern nationalism and the evolution of the international order in the early 20th century.
3. To examine the tensions between nationalism and internationalism.
4. To understand the connections between major global political and economic events and societal/cultural change within particular countries or populations.
5. To better understand major contemporary international issues through objective analysis and scholarly historical examination.
6. To give students a better understanding of historical debates and the historian’s craft and in addressing numerous issues, ideas, and theories that shape our discipline.
7. To help students develop critical analysis and strong communication skills.
8. To help students engage one another in scholarly fashion about various issues relating to course material, particularly in seminar discussions.
9. To help students develop their own intellectual curiosity and confidence.
10. To help students see how history shapes people, ideas, institutions, and events today, thereby becoming better educated about the world in which they live and contributing positively to it.

**Course Websites:**

I *do not* post lectures on line. However, the terms that I use and show in lectures are available on my website ([www.kislenko.com](http://www.kislenko.com)). Also posted there is the course outline, maps and photographs, some tips on research and writing essays, details about the TAs, and information about special events/groups/issues that you might find interesting. I also use the website for regular updates relevant to the course, so checking on it occasionally is highly recommended. Keep in mind that signing up for seminars is also done through this website. User and passwords for the website will be given in class. Blackboard will be used for major announcements and to post seminar readings.

**Course Texts**: (available from the Ryerson bookstore or the used bookstore)

1) Sally Marks, **The Ebbing of European Ascendancy: An International History of the World, 1914-1945** (London: Arnold, 2002)

2) Arne Kislenko and Margaret MacMillan (eds.), **HST 504 and HST 604 Course Reader** \*

(*available at the Ryerson bookstore: code number* 0-85000-921-B) \* also available as a book, **The Uneasy Century** (Dubuque: Kendall Hunt, 1996) and online: further details will be provided

***Please note****:* There are several other texts that could be substituted for the Marks book. Some, like William Keylor, The Twentieth Century World or Pamela Crossley et al, Global Society, have been used previously in this course and may be available at the used book store. Please keep in mind, however, that the readings are not exactly the same – and that the suggested readings listed below correspond only to the Marks text. Students who wish to read further will find that they can deepen their understanding of the topics. Suggestions for additional readings on any of the topics covered can be obtained from me, or you can consult the bibliography in the course texts.

**Other Readings:**

The seminars will involve other readings that will be assigned on-line through Blackboard. Further details are below in the seminar section.

**Lecturing Topics**:

**While I cannot force you to attend lectures, I will caution that the majority of material on the final examination is best covered by lectures and seminars**. Regular attendance is ***strongly*** encouraged! Be advised that the list below is subject to change given the volume of material to be covered. Corresponding readings from the Marks text are listed in brackets.

* general introduction (chapter 1)
* the world to 1900 (chapter 2)
* the outbreak of World War I (chapter 3)
* World War I (chapter 3)
* communism and the Russian Revolution (chapter 4)
* the peacemaking (chapter 5,6)
* the new order in the non-European world (chapter 7,8,9,11)
* the world in the 1920s (chapter 12,13)
* the world in the 1930s (chapter 14,15)
* fascism: Mussolini, Hitler, and the road to war in Europe (chapter 15,16)
* Japan, the United States and the road to war in Asia-Pacific (chapter 10,16)
* World War II in Europe, Africa, and the Middle East (chapter 17)
* World War II in Asia-Pacific (chapter 17)
* towards the Cold War (chapter 18)

**Marking Scheme**:

Document Analysis = 10%

Essay = 30%

Seminar Participation = 30%

Final Examination = 30%

**Assignments**:

***Document Analysis (10%)***

This will be due on **Monday, October 20.** Write a 1500 word essay analysing one of the assigned primary documents (see below). Carefully examine one of the **primary documents,** **t collections, or groupings** (i.e. where it says **AND**) offered on the list.

Briefly explain the circumstances under which the original was created and what it might tell us about the relationship and tensions between national interests and international relations. Use evidence from the document text to back up your claims. Additional research is permissible, and may indeed be necessary, but the primary task at hand is to situate the document(s) in the “grander sweep” of history and thus to better understand the craft of the historian in critically examining documents. You should discuss if interpretations of the document have changed over time, how and why it is/has been read or interpreted differently – perhaps even incorrectly - and what the impact or importance of the document is in terms of our historical understanding of related events/issues. **Focus on the primary document rather than secondary research**.

*Importantly,* please note that some of the documents below are long and some are short. Do not think that shorter is easier! If you are tackling a collection in which there might be many documents, use your judgment as to which documents or parts are the most important, rather than trying to summarize or “squeeze in” every one. If tackling the documentary film, consider things like the medium, testimony offered years after the fact, and how research is presented for a particular audience. The exercise is designed to give you *real and practical* experience being an historian, interpreting documents for yourself, making a decision about their importance, and understanding how history is often “used or abused” in trying to comprehend primary evidence. Please also note that some are very controversial and/or are linked here to controversial websites. You must be careful, critical, and methodical in your research and examination of the material.

* The Franco-Russian Alliance and Military Convention (1892). Available at:

<http://avalon.law.yale.edu/19th_century/frrumil.asp> **AND**

The Entente Cordiale Between England and France (1904). Available at:

<http://avalon.law.yale.edu/20th_century/entecord.asp>  **AND**

The Anglo-Russian Entente (1907). Available at:

<http://avalon.law.yale.edu/20th_century/angrusen.asp>

* Wilson’s Fourteen Points (1918). Available at: <http://avalon.law.yale.edu/20th_century/wilson14.asp>
* The Sykes-Picot Agreement (1916). Available at:

<http://avalon.law.yale.edu/20th_century/sykes.asp> **AND**

The Balfour Declaration (1917). Available at:

<http://avalon.law.yale.edu/20th_century/balfour.asp> **AND**

The British White Paper on Palestine (1922). Available at:

<http://avalon.law.yale.edu/20th_century/brwh1922.asp>

* The Covenant of the League of Nations (1919). Available at:

<http://avalon.law.yale.edu/imt/parti.asp>

* The Treaty of Rapallo (1922). Available at:

<http://avalon.law.yale.edu/20th_century/rapallo_001.asp>

* The Kellogg-Briand Pact (1925). Available at:

<http://avalon.law.yale.edu/subject_menus/kbmenu.asp>

* The Hossbach Memorandum (1937). Available at: <http://avalon.law.yale.edu/imt/hossbach.asp>
* The British War Blue Book (1934-1939). Available at:

<http://avalon.law.yale.edu/subject_menus/blbkmenu.asp>

* The French Yellow Book (1936-1939). Available at:

<http://avalon.law.yale.edu/subject_menus/ylbkmenu.asp>

* The Munich Pact (1938). Available at:

<http://avalon.law.yale.edu/subject_menus/munmenu.asp>

* Documents from the German Foreign Office on Nazi-Soviet Relations (1939-1941). Available at: <http://avalon.law.yale.edu/subject_menus/nazsov.asp> **AND**

Secret Texts of the Molotov-Ribbentrop Non-Aggression Pact (1939). Available at:

<http://digitalarchive.wilsoncenter.org/document/110994>

* The Atlantic Conference (1941). Available at:

<http://avalon.law.yale.edu/subject_menus/atmenu.asp> **AND**

The Atlantic Charter (1941). Available at: <http://avalon.law.yale.edu/wwii/atlantic.asp>

* Minutes from the Wannsee Conference (1942). Available at:

<http://www.holocaustresearchproject.org/holoprelude/Wannsee/wanseeminutes.html>

* The Yalta Conference (1945). Available at:

<http://avalon.law.yale.edu/wwii/yalta.asp>

* testimony of Walter Schellenberg at the Nuremburg War Crimes Trials (1946). Available at: <http://avalon.law.yale.edu/imt/01-04-46.asp>
* testimonies of victims of Japanese “comfort system” (various dates). Available at:

<http://www.awf.or.jp/e3/oralhistory-00.html> **AND**

**“**Horror in the East: Japan and the Atrocities of World War II” documentary film (2009) (part 7) Available at: <http://www.youtube.com/watch?v=pv-RW2FP1tQ> **AND**

“Unit 731 – Nightmare in Manchuria” documentary film (2012). Available at:

<http://www.youtube.com/watch?v=IgtIyNRv3g8>

**Please note**: *In addition to addressing the assignments in class and in office hours, there will be a session held outside of class time on how to tackle this assignment and the essay. Further details will be provided in class*.

***Essay***

There are two aspects of this essay:

* Prior to writing your essay, you may find it helpful to submit a **one page outline** that clearly defines your approach and lists some of your primary research. I will return it to you with comments and suggestions. ***This is not mandatory***, but is suggested for those students who want a little extra help with their essays. If you wish to do this, please submit it **no later than Friday, October 31 by email.**
* **Write an essay** of **3,000 words** chosen from the list below and discuss its significance to international relations. Please refer to additional information regarding the submission of essays in this outline. **This is due Friday, November 14 by 16:00 hours and is mandatory for all students.**  You can submit it in class or to the essay drop box on the 5th floor of Jorgenson Hall (near my office). It is worth 30% of your final grade.

***Essay Topics***

For the essays, take **one** of the topics from **one** of the lists below and **discuss its significance in international relations**. Students should ask the following questions in dealing with their chosen subjects. Of what does the event or policy being described consist? What caused it and who was involved? What was its significance for international relations? You may find that there are differing interpretations of issues and events, and a good essay will show awareness of these. You may argue whatever you position you like, as long as you can back your arguments with reasonable and credible evidence. You are very welcome to speak to me about sources and argumentation for any of these topics at any time, regardless of whether you submit an outline or not.

* Assess and explain the foreign policy and impact on international relations of **ONE** of the following countries in the period indicated:

Canada 1926-1939 France 1918-1939

China 1937-1945 Ottoman Turkey 1900-1914

United States 1933-1942 Siam (Thailand) 1932-1945

Soviet Union 1929-1939 Japan 1931-1942

Italy 1923-1939 Britain 1899-1914

Austria-Hungary 1908-1914 Germany 1888-1914

Poland 1918-1939 Czechoslovakia 1918-1939

Yugoslavia 1918-1945 Australia 1919-1939

* Identify and discuss the importance and significance of ONE of the following events, policies, or people to international relations:
* The Spanish-American War 1898
* The Second Boer War 1899-1902
* The Anglo-Japanese Naval Accord
* The Russo-Japanese War 1904-1905
* U.S. neutrality 1914-1917
* The Paris Peace Conference 1918-1919
* The League of Nations
* The Weimar Republic 1918-1933
* The Manchurian Crisis 1931-1937
* The Abyssinian Crisis 1935-1939
* The Spanish Civil War 1936-1939
* The Russo-Finnish Wars 1939-1945
* The Fall of France 1940
* Lend-Lease
* David Lloyd George 1916-1922
* Woodrow Wilson 1912-1920
* Vladimir Lenin 1916-1924
* Kemal Ataturk 1914-1938
* Josef Stalin 1926-1945
* Gustav Stresemann 1923-1929
* Emperor Hirohito 1937-1945
* Chiang kai-shek (Jiang Jieshi) 1937-1945
* Franklin Roosevelt 1933-1945

Discuss ONE of the following and its significance to international relations. ***Please note that you MUST come and speak with me before undertaking any of the topics listed below AND receive permission to submit an essay on these topics.***

* the "Roaring 20s" in **either** Germany **or** the United States
* WWII propaganda in **one of**: Nazi Germany, the USSR, the United States, or Great Britain
* the concentration camp system in Nazi Germany
* Japan’s “comfort women”
* Hitler’s “final solution”
* music or art, 1900-1945
* women and war, 1900-1945
* “inside the Third Reich”: government and society in Nazi Germany
* “on the home front” during WWI OR WWII in **one of**: the U.S., Britain, or Canada
* war crimes tribunals in **either** Nazi Germany or Japan

**Other Topics**:

If there is a topic you would like to write about that is not listed here, I encourage you to discuss it with me. Written approval must be given and attached to your essay. Please note that ***essays off the topic list that have not received approval will be given a zero, without re-submission!***  I only want to ensure that the topic is relevant and manageable.

**Submission of Essays**:

Essays must be printed in hard copy. If this is a problem, please speak to me. Students should hand essays in directly to me or to the essay drop box on the 5th floor of Jorgenson Hall near my office, with my name and the course clearly on it. **Do not** slide essays under my office door. Students are responsible for ensuring that their essays have been received. Please keep copies of your work. **Please note that I cannot accept email essays**.

**Deadlines and Penalties**

Late work will be penalized 3% per day, each day, including weekends. Extensions may be granted on medical or compassionate grounds. Students requesting an extension must speak with me before the deadline. If this is not possible, students should provide appropriate documentation relating to the extension request (i.e. doctor’s note). No late work will be accepted after the last day of classes in the term.

**ESSAY SOURCES**

Please feel free to come see me for advice and direction on finding sources for essay. There are simply too many topics and sources to list here with any efficiency. Please note that it will be exceedingly difficult to discuss essays with you via email. You should make the effort to come to office hours and I will happy to help.

**Footnote or Endnote Citations**:

Essays **MUST** contain proper references, either in the form of footnotes or end notes, which **include in the first citation the author, place, and date of publication of the work cited, as well as the correct page number**. As a general rule, references should be given for direct quotations, summaries or paraphrases of other people's work or points of view, and for material that is not widely known or accepted**. When in doubt, it is better to provide a reference.** Please take careful note to distinguish between direct and indirect citations/quotes. You should consult see the Ryerson Writing Centre, read a writer’s manual, attend my essay research/writing lectures, and come see me in office hours if you have any doubts about referencing. Confusion on the matter often leads to academic integrity violations, and ignorance of the rules is absolutely no defence!

There are several acceptable citation formats, but please make sure you follow one! For example, here is an acceptable citation: Jane Doe, The ABC's of History (Toronto: 123 Publishers, 1997), pp. 20-23.

**Bibliographies**:

Essays **MUST** provide bibliographies of all works consulted, whether or not they have been quoted directly. An inadequate bibliography (for assignments as long as those above) is one which contains less than six books or articles related to the topic, or books which are entirely general work or texts. Dictionaries, atlases and/or encyclopaedias **DO NOT** count towards this minimum number of sources, and their inclusion should **NOT** be considered as constituting research. Using all your sources from one or two authors is also unadvisable. You want a range of opinions. Above all, you want to be critical and scholarly in choosing your sources. I am happy to help if you come see me in office hours or attend my essay lectures.

An example of a bibliographic citation is as follows: Smith, John. History Rules (Toronto: 123 Publishers, 1997).

**Deduction of Marks**

The evaluation of your research, content, and argumentation is of primary concern in marking. Equally important is the syntax or structure of your work. Marks will be deducted from work containing excessive grammar/spelling mistakes, which is excessively long or inadequately short, or which fails to provide proper footnoting/bibliography. Be sure to edit and check your work carefully. Do not simply rely on your computer’s spelling or grammar check. Please see **grounds for failure** below.

**Grounds for Failure**

Essays which do not supply proper and adequate references and bibliographies **will be failed**. Essays relying heavily on poor quality research (i.e. encyclopaedias, websites, works published decades ago, general histories, works all by the same author(s) etc.) **will be failed**. If you have *any* doubts or questions as to research you should come see me. **Essays that contain no citations or citations without precise page numbers will receive a grade of zero.** Any written work that quotes directly from other material without attribution, or which paraphrases extensive tracts from the works of others, is plagiarised. **It will receive a grade of zero, without chance to resubmit.** **Further disciplinary action will be taken in keeping with the Faculty of Arts and University policies on plagiarism. Please consult the Ryerson academic calendar for further information on plagiarism**. If you have any questions or doubts about how to cite material, please contact me.

**Plagiarism**

Plagiarism is a form of intellectual dishonesty in which someone attempts to claim the work of others as their own. Work which has been researched and/or written by others, such as an essay-writing agency, internet service, friend, or family member is **NOT** acceptable. The submission of such work is one form of plagiarism, and it will be dealt with accordingly as academic misconduct. Quoting directly or indirectly from research sources without proper attribution is also plagiarism, and it will also constitute an academic misconduct. The Faculty of Arts policy on plagiarism will be strictly enforced in this course; resulting in a grade of zero for the assignment, a report to the Registrar and the programme department of the student, and possibly other academic penalties including suspension or expulsion as prescribed in the Code of Academic Conduct. See <http://www.ryerson.ca/ai/students/studentcheating.html>

The University’s policy on plagiarism and cheating (Policy 60) is available at <http://www.ryerson.ca/senate/policies/pol60-F2014.pdf> and students are strongly encouraged to familiarize themselves with it.

To combat plagiarism, I reserve the right to request research notes and/or to conduct a brief oral examination on the topic matter in order to ensure that submitted work is legitimate. Students may also be required to submit an electronic version of their work for verification purposes. I will give lectures on essay writing during the term in which plagiarism will be further discussed. If you have any questions or concerns about plagiarism, please feel free to speak me or the teaching assistants. I would **much** rather spend time helping you understand what to do than dealing with any problems that may arise from you being unclear.

**Academic Integrity**

For additional help, Ryerson offers the **Academic Integrity Website** at <www.ryerson.ca/academicintegrity>. This offers students a variety of resources to assist in their research, writing, and presentation of all kinds of assignments. It also details all dimensions of Academic Misconduct and how to avoid it. It was put together by a team representing the Vice President Academic, faculty, the library, Digital Media Projects, and Student Services.

**Special Assistance and Essay Lectures**

If you have other questions about correct procedure and style for writing an essay, please feel free to contact me or the teaching assistants. There are several good guides to essay writing, such as ***Making Sense*** (available at the Ryerson bookstore). Students may also take advantage of help offered by the Writing Centre. **Please note** that in October I will be holding special lectures on essay writing that you are strongly encouraged to attend. However, with so much material to cover in a short time, and to coordinate with my other classes, these sessions will be held outside your scheduled hours for this course. Specific times and locations will be given in class. If you cannot attend, I would still be happy to go over things with you by way of special appointment or office hours. I would much rather have you come and ask questions about *anything* to do with essays than do poorly: essays are not easy - and you should be prepared to put in the time and effort for solid research, good writing, and an effective presentation of your arguments. I’m here to help, but don’t leave it to the last moment.

**Seminars**

Everyone will take part in four seminars on set dates within our two hour block (i.e. Fridays) to discuss major topics. **Seminars will be two hours each on select Fridays**. We will address problems and issues covered in the course and specific questions and readings will be assigned for each meeting. Everyone will be expected to attend and participate in all four meetings.There are no formal presentations involved, but seminars are participatory and designed for maximum student engagement. Attendance alone will not necessarily constitute a passing grade. If you have difficulty speaking in front of others, please see me as soon as possible. ***Seminars constitute 30% of the final grade, so you should consider them compulsory***.

**Seminar Marks**

Please note that your overall mark in seminars will not be available until shortly after your last seminar class. However, you can get a general idea of how you are doing and how to improve at *any time* by asking me in office hours.

**The Inside Scoop**

Although participation in seminars will be marked, it is sincerely hoped that you will actually get something out of it beyond grades. The overall objective if this course is to have everyone apply critical, reasoned analysis to the study of international relations history. It is also hoped that by tackling scholarly readings, and particularly primary documents, students will gain better analytical and communications skills and more experience with the actual craft of an historian. However, engaging in scholarly discourse need not be terribly intimidating, boring, or formal. To prove this point your humour, passion, experiences, and opinions are essential ingredients in this course. As long as everyone and their perspectives are treated with respect, and a relative decorum is maintained, you are strongly encouraged to voice your interpretations. In this kind of an environment everyone will gain greater intellectual self-confidence, as well as better knowledge of international relations. In addition, drawing connections to current events - such as “American Empire” or a revisionist Russia - is not only welcome, but may in fact be quite useful in better understanding other topics in the course material. Just be prepared to *think* things through.

**Seminar Topics, Questions and Readings**:

Readings for all seminars will involve the textbook (Marks) which you will buy, and a documentary reader (Kislenko/MacMillan) which you can buy or view in part on Blackboard. Other assigned readings for each seminar will be made available on Blackboard and e-reserve.

**First Seminar**: **Friday, September 26th**

*"The Outbreak of World War One"*

Read:

* Marks chapters 1-3
* Kislenko/MacMillan section 1
* Margaret MacMillan, *The War That Ended Peace: The Road to 1914*, ch. 1
* Max Hastings, *Catastrophe: Europe Goes to War 1914,* ch. 2

**Second Seminar**:**Friday, October 24th**

*"Peacemaking and a New International Order"*

Read:

* Marks chapters 4-6
* Kislenko/MacMillan section 2
* Mel Gordon, *Voluptuous Panic: The Erotic World of Weimar Berlin*, pp. 1-100 (don’t freak: mostly pictures and art!)
* Richard Evans, *The Coming of the Third Reich*, pp. 118-153

**Third Seminar**: **Friday, November 14th**

*"The Road to War in Europe"*

Read:

* Marks chapters 14-17
* Kislenko/MacMillan section 3
* Martin Gilbert and Richard Gott, *The Appeasers*, ch. 1
* Richard J. Evans, *The Third Reich in Power*, 611-712
* Robert Gellately, *Lenin, Stalin, and Hitler: The Age of Social Catastrophe*, 345-359.

**Fourth Seminar**: **Friday, November 28th**

*"The Road to War in Asia and the Pacific"*

Read:

* Marks chapters 10, 15-17
* Kislenko/MacMillan section 4
* Mary L. Hanneman, *Japan Faces the World 1925-1952*, pp. 37-65.

**Final Exam**:

The final exam will be held during the final exam period in December. It will be **three hours** long and will cover the **WHOLE COURSE**. There will be two parts. The first will be identification questions; exactly the same format as the term test. The second will be an essay. You will have a wide range of choices for both sections.

**Course Evaluation**:

You will have an opportunity to evaluate this course in class sometime in November. All students are encouraged to participate in the evaluation.

**A Few Words About Mobile Phones and Laptops**

Please be sure to turn off your mobile phones and other devices during class. They can be disruptive to me and your colleagues. I have no objection to laptops in class, but please be sure to use them *only* for lecture notes. It is a matter of common courtesy in that many students regularly complain about the distraction of others using laptops to access email or surf the web during class time.

**Important Dates to Remember:**

September 5 - course starts!

September 26 - first seminar

sometime in October - special lectures on essays (outside class times)

Monday, October 13 - **NO CLASSES** (Thanksgiving)

Friday, October 17 - **NO CLASSES** (Reading Week)

Monday, October 20 - document analysis due

Friday, October 24 - second seminar

Friday, November 14 - third seminar and essay due

Friday, November 28 - fourth seminar

Monday, December 1 - last class

Sometime in December - **FINAL EXAM**

***If you have ANY questions, concerns, or comments about this course, please feel free to address them with me at any time.***