



America and the World

HIST 4000 K01
Spring 2024
Fridays 12:30 pm -3:15 pm
Instructor: Andrew Walsh
Room: Ogat 418



Contact Information
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Class Meeting Times: Fridays 12:30 pm to 3:15 pm
Classroom: Gateway Building Room 418

Course Description:

"America and the World" begins with an investigation of the early republic's foundational economic and diplomatic strategies that influenced foreign policy in shaping the late 19th and early 20th centuries. The curriculum spans a wide array of subjects, such as the Monroe Doctrine, the intricacies of the Civil War era, and the pivotal contributions of historical figures like Hamilton, Jefferson, and Lincoln. This exploration provides students with an extensive understanding of America's domestic and international roles and their subsequent impacts.

As the course progresses, it delves into the United States' ever-evolving roles through the World Wars, the Cold War, and the post-Cold War era, with a keen focus on internationalism, alliance-building, and global leadership. It incorporates critical analysis of themes such as capitalism, genocide, and the profound impact of the Enlightenment on contemporary society. Through presentations and challenging assignments, the course is designed to facilitate a profound and nuanced comprehension of America's complex role in world affairs. Emphasis is placed on understanding the American ethos through a historical lens, enabling students to appreciate the nuances of its global influence. The course reaches its zenith with forward-looking reflections on America's potential impact on the trajectory of global progress across diverse sectors. Offering an in-depth perspective, "America and the World" equips students with a comprehensive understanding of America's enduring influence on the fabric of global order.

HIST 4000 America and the World (3 credits)

This course is a study of a particular area of history not covered comprehensively in one of the other advanced (3000 or 4000 level) history courses. Topics to be announced by the department. A student may receive credit more than once for HIST 4000 if a different topic is covered each time.

Academic Calendar/Emergency / Snow-Day Closings

The Kean-Ocean campus follows the Union campus for the academic calendar. Kean-Ocean follows the OCC system for emergency closings. [Check the OCC website for emergency or snow-day closing information.](#)

Nondiscrimination Policy

Kean University is an affirmative action, equal opportunity institution.

Accommodations for disabilities

Please contact student disability services to verify eligibility for accommodations. Call 908-737-4910 to discuss special needs.

AI Expectations for a Humanities Class

You may use AI programs e.g., ChatGPT to help generate ideas and brainstorm. Think of generative AI as an always-available brainstorming partner. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. When/if you use Artificial Intelligence (AI) platforms in your assignments, please write a note to clarify where in your process you used AI and which platform(s) you used. If you include material generated by an AI program, it should be cited like any other reference material. We will discuss this more throughout the semester in class ****Please note, that you may not submit any work generated by an AI program as your own.**

Kean University Conduct

KEAN EMAIL ACCOUNT

All students must have a valid Kean e-mail account. For those who do not already have one, forms are available on-line at <http://www.kean.edu/KU/Forms-OCIS>; click on E-mail Account Request Form. It is through this account that all official communication with the class will take place.

Email Communication

All students must use the Kean University email system. Do not email me using your personal or private email address. Please use your @kean.edu address when sending me messages. Establish this account by the second-class meeting. Per university policy, all students must have a valid Kean Email Account. Students are expected to check their email daily.

Kean University Counseling Center

<http://www.kean.edu/offices/counseling-center>

Academic Integrity Policy

You are responsible for reading and understanding the university integrity policy regarding cheating and plagiarism.

Civility

Please know the expectations of appropriate conduct in the classroom as detailed in the Kean University Student Code of Conduct: <http://www.kean.edu/KU/Code-of-Conduct>

Attendance and Assignments Policy

Missing roll call or leaving class at any point during a class session will be counted as an absence. Late assignments are accepted only at the discretion of the instructor and may receive only partial credit. Make-up assignments are given at the discretion of the instructor and only for extraordinary reasons.

Why are class attendance and participation so important?

According to a report from the University of Minnesota, "By far the most valuable and important time commitment in a course was the time actually spent in the classroom. That time was the most important determinant of student success and each unit of time in the class itself provided, among all the class related activities, the greatest improvement in student performance. The next most important time spent on a class was any time spent in discussion... that accompanied the lectures. Third in importance was any time spent studying outside of class preparing for the class session itself."

Classroom Rules of Demeanor:

- *** Turn off/mute all cell phones prior to coming to class. No text messaging during class.
- *** Beverages and small snacks are allowed in class, but no full course meals.
- *** No Laptops without prior permission.
- *** Audio and video recording is not permitted.
- *** Courtesy and Civility is essential to creating a friendly environment conducive to learning.
- *** You are expected to clean up after yourselves. This includes taking out any trash and straightening your chairs/desks after class.

For campus-wide expectations and regulations go to: <http://www.kean.edu/KU/Code-of-Conduct>.

Course Materials

Books

Pinker, Steven. *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*. New York, NY: Viking, 2018. ISBN: 978-0-525-42757-5

Power, Samantha. *A Problem from Hell: America and the Age of Genocide*. Basic Books, 2013. ISBN: 978-0-465-06151-8

Zoellick, Robert B. *America in the World: A History of U.S. Diplomacy and Foreign Policy*. Twelve, Hachette Book Group, 2021.

Films

Inequality for All. YouTube, 2020.

https://www.youtube.com/watch?v=zvAFPHLFMa0&ab_channel=YouTubeMovies.

Notable Resources:

<https://www.archives.gov/research/immigration/overview>

<https://www.slavevoyages.org/>

<https://www.bls.gov/>

<https://data.census.gov/cedsci/>

<https://anightatthegarden.com/>

<https://www.jstor.org/>

<https://www.amazon.com/Kindle-eBooks/b?ie=UTF8&node=154606011>

<https://www.audible.com/>

<https://www.YouTube.com/>

Learning Objectives

I. Historical Context

Students will demonstrate the ability to:

- Examine how culture, race, class, and gender influence history and society.
- Discuss the balance between objective and subjective views in historical analysis.
- Understand and assess the role of revisionism in history.
- Analyze "sacred narratives," "collective memory," and "culture wars" in historical context.
- Compare reconstructed, lived, and mythologized versions of history.
- Differentiate between subjective and objective perspectives in history.
- Examine early American economic and diplomatic strategies and their global impact.
- Evaluate the roles of U.S. Presidents and other American figures in shaping U.S. history.

II. Critical Thinking and Content Analysis.

Students will demonstrate the ability to:

- Define "Manifest Destiny," "Nativism," and "American Exceptionalism."
- Discuss reasons for the U.S.'s global appeal.
- Explain "acculturation" and "integration" in society.
- Analyze capitalism's positive and negative effects.
- Identify progressive moments in U.S. history.
- Examine the U.S.'s role in global development.
- Discuss multiculturalism's pros and cons.
- Recognize the historical effects of utopian ideologies.
- Critique themes like capitalism, genocide, and Enlightenment influences.
- Evaluate U.S. roles in key historical periods, focusing on internationalism and leadership.

III. Advanced Historical Research Skills / Advanced Note-Taking Skills.

Students will demonstrate the ability to:

- Distinguish between primary and secondary sources.
- Identify bias in secondary sources.
- Demonstrate proficiency with academic technology tools.
- Conduct thorough research and effectively communicate findings.
- Apply critical thinking to various topics.
- Conduct historical research with primary and secondary sources.
- Develop advanced note-taking methods for historical analysis.

IV. Discussion / Presentation Skills

Students will be able to:

- Engage actively in classroom discussions with an informed perspective.
- Show proficiency in delivering effective oral presentations.
- Employ PowerPoint as a supportive tool to augment oral presentations.
- Apply critical thinking skills in interactions with fellow students.
- Communicate historical analyses and viewpoints effectively through both written and spoken mediums.
- Participate in insightful discussions and presentations, reflecting a deep understanding of the intricate role of America in global affairs.

Assignment Descriptions and Grading

I. Summaries and Participation (200 points)

- Participation in every class session is mandatory for all students.
- Mutual respect among peers is a fundamental expectation.
- Active contribution to class discussions is required.
- Students must read the assigned material and prepare structured summaries following the specified format. – See examples, instructions, and the rubric.
- Depth of understanding will be evaluated through class discussions, with a focus on detailed knowledge and comprehension of the material.
- The summaries will also act as comprehensive evaluations of student understanding.
- Timely participation and submission of the summaries are critical. Summaries submitted late will lose 50% of their value. If the assignment is over a week late the assignment will be graded as a zero, except in cases where prior arrangements have been made.
- Lack of a summary during the seminar portion of class equates to non-participation. This will be treated as if the assignment was not completed.
- There are instructions for writing summaries, examples of completed summaries, and a rubric for how the summaries will be graded.
- *For digital submission of summaries, only Microsoft Word format is acceptable.*

II. Formal Presentation (100 Points)

- Presenters must use PowerPoint or an alternative creative presentation method.
- Each presentation should last between 10 to 15 minutes, followed by a discussion period.
- Non-presenters are expected to pay full attention and show respect during presentations. Disrespectful behavior will lead to a reduction in the offender's presentation grade.
- Presentations are considered summative assessments.
- Presentation topics are primarily derived from Steven Pinker's, *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*.
- Topic selection must be finalized by 1 month after the semester's starting date.
- With instructor approval, topics outside of Pinker's book may be chosen.
- There are instructions for submitting presentations, a list of potential topics for the presentations, and a rubric for how the presentations will be graded.
- *Under specific circumstances, students may opt to write an 8-page research paper in Chicago style on a relevant topic, as an alternative to the presentation.*
- *Digital presentations should be submitted via Canvas in PowerPoint format.*

Assignment Grading

20 Summaries at 10 points each	200
(Participation and Punctuality)	100/200
<u>Final Presentation</u>	<u>100</u>
Total	300

Grade Scale

A	3.8-4.0	C+	2.3-2.9
A-	3.6-3.7	C	2.0-2.2
B+	3.3-3.5	D	1.0-1.9
B- Minimum Passing Grade	2.7-2.9	F	0.0

Scoring Rubric for Presentations

Category	Scoring Criteria	Total Points	Score
Organization (10 points)	The type of presentation is appropriate for the topic and audience.	2	
	Information is presented in a logical sequence.	3	
	Presentation appropriately cites requisite number of references.	5	
Content (25 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	3	
	Technical terms are well-defined in language appropriate for the target audience.	2	
	Presentation contains accurate information.	5	
	Material included is relevant to the overall message/purpose.	5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	5	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (25 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice. Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated. – Not read off the screen like a giant flashcard	5	
Score	Total Points (50 Points = 100%)	50	

General Comments:

Presentation Directions

- Each student will select a topic from the provided list. They will read through the selected chapter and present their findings to the class.
- Presentations will be 10-15 minutes in length. (If more time is needed, please consult with me before presentation day).
- There will be a question-and-answer period after each presentation.
- I will (most likely) ask questions throughout the presentation. This will serve as a test for *Mastery* of the topic and to help the presenter if they are stuck or missing key features to their assignment.
- The Presentation should be created with **PowerPoint**. Students are encouraged to utilize teaching strategies that they may have learned from their education programs. If a student would like to use a lesson plan for the presentation, that will be permitted if discussed ahead of time.
- The PowerPoint presentation needs to be emailed to me BEFORE the due date.
- Sign up for your topic using the signup sheet.
https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing

Topic list

Chapter 4 - Progressophobia
Chapter 5 - Life
Chapter 6 - Health
Chapter 7 - Sustenance
Chapter 8 - Wealth
Chapter 9 - Inequality
Chapter 10 - The Environment
Chapter 11 - Peace
Chapter 12 - Safety
Chapter 13 - Terrorism
Chapter 14 - Democracy
Chapter 15 - Equal Rights
Chapter 16 - Knowledge
Chapter 17 - Quality of Life
Chapter 18 - Happiness
Chapter 19 - Existential Threats
Chapter 20 - The Future of Progress

We can discuss topics that are not listed if you are interested.

Assistance with Chicago Manual of Style 17th Edition:

Chicago Manual of style 17th Edition website:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmoss_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Kean Writing Resource webpage:

<https://www.kean.edu/academics/college-liberal-arts/department-history/history-student-resources/writing-resources>

CMOS 17th edition textbook:

<https://www.amazon.com/Chicago-Manual-Style-17th/dp/022628705X>

CMOS 17th edition student assistance webpage:

<http://cmosshoptalk.com/for-students/>

Video guide on setting up a word document for CMOS 17th:

Chicago Style Format (17th) - Manuscript, Footnotes & Endnotes

<https://youtu.be/TcIISwE0UIg>

Video guide setting up your title page.

- The University name should be listed
- My name should be listed as Instructor: Andrew Walsh
- Pages are in the top right-hand corner.
- Title pages do not get page numbers.
- Page numbers go in the top right-hand corner

A second video to help with setting up your word document:

Tutorial for Chicago Style Title Page

<https://youtu.be/ZLGIWPB1A8g>

Kean Resources

Notable Resources:

(Log in to your Kean account on Keanwise before attempting to use the databases.)

Kean Learning Commons - <https://libguides.kean.edu/c.php?g=20560&p=118935>

Kean Library Worldcat search - <https://libguides.kean.edu/NTLC>

Kean A-Z Database - <https://libguides.kean.edu/az.php>

ProQuest eBook Central - <https://ebookcentral.proquest.com/lib/kean/home.action>

ProQuest Policy - <https://support.proquest.com/article/detail?id=kA140000000GxmECAS>

ProQuest NYT articles - <https://www-proquest-com.kean.idm.oclc.org/nytimes?accountid=11809>

JSTOR - <https://www-jstor-org.kean.idm.oclc.org/>

Academic Search Premier -

<http://web.b.ebscohost.com.kean.idm.oclc.org/ehost/search/basic?vid=0&sid=b138d4d2-bdf9-47e3-bc57-b227cf2a612a%40sessionmgr101>

InfoBase (US History) –

<https://online-infobase-com.kean.idm.oclc.org/HRC/LearningCenter/BrowseByCenter/2?lcId=17>

Summary Rubric

Criteria	Description	Points	Points Earned
Formatting	<ul style="list-style-type: none"> Includes all necessary information and adheres to formatting guidelines. Summary is single-spaced. Summary does not exceed 1 page in length. 	1	
Thesis Summary	<ul style="list-style-type: none"> Accurately and concisely summarizes the main ideas of the assigned readings. Summarization in student's own words, demonstrating mastery of the material. Thesis accurately identifies the source material by name. – Do not write "The article says" !!! 	3	
Four Specific Thesis Ideas	<ul style="list-style-type: none"> Clearly lists four distinctive ideas from the thesis summary. These ideas should be written in 1 line each. – They are short. (See the examples). 	.5	
Quotations and Their Relations to the Thesis	<ul style="list-style-type: none"> Correct formatting and usage of quotations throughout the passage for each of the four ideas. – Use of citation is mandatory! Example (Locke, 100-1). <u>If you do not use citation, that is plagiarism.</u> Effective explanation of how each passage illustrates the thesis ideas that make up the thesis summary. 	2	
Historical Context	<ul style="list-style-type: none"> Effectively compares document A with a different document B. Demonstrates an understanding of the historical and political context of both documents. – Effectively identifies document A and cites document B. 	3	
Overall Quality and Cohesion	<ul style="list-style-type: none"> The summary is well-organized, logically structured, and easy to follow. Writing is clear, concise, and free of grammatical and spelling errors. 	.5	
Participation and Punctuality	<ul style="list-style-type: none"> Timely participation and submission of the summary are critical, constituting 50% of the assignment's total grade. Summaries submitted over a week late will be graded as zero, except in cases where prior arrangements have been made. Lack of a summary during review sessions equates to non-participation. This will be treated as if the assignment was not completed. 	50%	
Total (100%)		10	

Article Summary Form Instructions for Submissions

When reading the assigned article, remember to underline passages that express the article's thesis. Use one separate sheet of paper for each assigned article. At the top, type –

- Your name and date of the submissions.
 - The name of the course
 - The author, title, and **date** of the document
 - The document's source and page range

Checklist for each summary, follow form (see the samples for comparison). Did you –

- Limit to one page? (I will not read additional pages).
- Type in **single space**?
- Type each heading in **bold** font?
- **Type each summary in 12-point, Times New Roman with 1" margins?**
- Staple together all summaries as one set that are due each class?
- **If submitted digitally – Submit in 1 word document file.**
- **(Example) – If there are 3 summaries, each will fill 1 page but there will be one word file.**

Using just one page (single-space), complete four sections. Type each heading in bold face, your responses in roman type (see example).

Thesis summary- In just 2-3 sentences, carefully sum up the article's main argument in your own words. **You must read the entire article to determine its thesis.**

Four specific "thesis" ideas – List four distinctive ideas expressed in your thesis summary.

Quotations and their relations to the thesis – Select and quote one brief passage from the article to illustrate each of the four ideas in order – four passages in all. Use passages that you underline in the article. *Please note.*

- After each quoted passage, indicate (in parenthesis) the document author and the page number of the article or *Source Reader* where the passage appears. (If there is no author, indicate the document's title, then page number. If there is no page number, number each documented page sequentially.)
- For each quoted passage, be sure to comment in your words, showing in 1-2 sentences exactly how the passage illustrates the document's thesis. Do not merely reprise a thesis point.

Historical context – In this section you must compare each document you are summing up (A) with one other document (B) –

- Select document B from documents you *already* summed up in the preceding weeks.
- Select a *different* document B for each document A you are summing up.
- In 1-3 sentences, use your class lecture and discussion notes to show how both documents reflect key contemporary political developments.

For reading assignments accompanied by audio notes, add a fifth section –

Audio Notes – Briefly explain how the audio notes clarified the assigned articles, at the beginning of class on the class day when the summary or summaries are due. *Under no circumstances will I accept submissions at any other time.*

Article Summary - Digital format sample

Student's Name

Month Day, Year

Course name/ Instructor's name

Otto von Bismarck, "Iron and Blood" (1862), (Source Reader)

Author, "Title" (Year), Publication

Thesis summary: Bismarck's speech was a declaration of what the newly formed country would become. Through "Iron and Blood," Bismarck would unify the country with Prussian might. Through new taxes and a strong commitment from the German citizens, Germany would prepare itself for unknown conflicts with the intentions of asserting dominance throughout Europe.

Four specific "thesis" ideas:

1. Bismarck was not afraid of conflict.
2. Prussia made Germany powerful.
3. Bismarck wanted Germany to be recognized as a powerful nation.
4. Bismarck was not interested in diplomacy; he wanted Germany to be a war machine.

Quotations and their relationships to the thesis:

1. "It is true that we can hardly escape complications in Germany, although we do not seek them" (Bismarck, 1). - Bismarck is making the case that Germany is not seeking conflict but knows that it is unavoidable.
2. "Germany does not look to Prussia's liberalism, but to her power" (Bismarck, 1). - Bismarck is asserting that it is Prussian power that makes Germany strong, not southern liberalism.
3. "Prussia must collect her forces and hold them in reserve for an opportune moment, which has already come and gone several times" (Bismarck, 1). - Bismarck wants to exploit European weakness and assert Germany's dominance across the continent.
4. "Not by speeches and majorities will the great questions of the day be decided - that was the mistake of 1846 and 1849 - but by iron and blood" (Bismarck, 1). - Bismarck is prepared to go to war and has little interest in diplomacy.

Historical context

Bismarck makes it very clear in his speech that Germany must become a strong nation and to do that, the people would need the will to use a powerful military for both defense and offense. Heinrich von Treitschke goes even further in some ways when he states, "If we examine our definition of the State as 'the people legally united as an independent entity,' we find that it can be more briefly thus: 'The State is the public force for Offence and Defense'" (Treitschke, 353). Both Bismarck and Treitschke put an emphasis on the importance of sovereignty and the desire for military power.

Article Summary HIST 3999 -format sample

Student Name

Month Day, Year/ Course name/ Instructor's name

Citation information:

Gross, J. T. *Neighbors: The Destruction of Jewish Community in Jedwabne, Poland*. Princeton: Princeton University Press, 2001, 56-140. Print.

Thesis summary: *Neighbors* touches on many themes concerning genocide from the bottom up. Gross reminds the readers that the Jewish population in Jedwabne was equal to and in fact greater than the Christian population. He points out motives that the Christians had for their crimes which include, but are not limited to, greed and political pressure. Gross addresses the claims that people typically make when referring to responsibility and the Holocaust; the claim “they were following orders” is one that Gross clearly proves is incorrect.

Four specific “thesis” ideas:

1. Jedwabne was home to Christians and Jews equally.
2. Greed.
3. The people cannot forget.
4. The Polish hated the Communists and wanted to be free of them.

Quotations and their relationships to the thesis:

1. According to census figures of 1931, the town population then totaled 2,167, and over 60 percent of the inhabitants identified themselves as Jews” (Gross, 16). - The Jews were as much a part of Jedwabne as the Christians.
2. “The so-called leftover Jewish property remained a hotly contested issue in town, involving assassinations and denunciations to the Security Office, as late as 1949” (Gross, 68-9). - The Non-Jewish community was encouraged to attack the Jews.
3. “And of course, the entire population of Jedwabne knows very well what took place in their own town on July 10, 1941” (Gross, 84). – Even modern-day children in Jedwabne know what happened on July 10th, 1941.
4. “On the other hand, it is manifest that the local non-Jewish population enthusiastically greeted entering Wehrmacht units in 1941 and broadly engaged in collaboration with the Germans, up to and including participation in the exterminatory war against the Jews” (Gross, 104). - The Polish yearned for stability and resented the Communists; they also saw the Jews as Communist oppressors.

Historical context

Jan Gross’ research on Jedwabne illustrates for us an example of genocide from the bottom up. The Christian Poles took it upon themselves to attack their “neighbors” for political expedience and greed. This act of violence is not uncommon in Europe against the Jewish population. There are records of pogroms all across Europe for centuries. The pogrom that some debate could be recognized as the start of the Holocaust was on the night of November 9th, 1938 - *Kristallnacht*. On a night filled with mass destruction, violence and death, the Nazi leadership responded in a report stating, “About 20,000 Jews were arrested, also 7 Aryans, and 3 foreigners. The latter were taken into protective custody” (Heydrich, 651). Without orders from the Nazi war machine, before the Final Solution, the Jews were portrayed as the villains; even when it was their property that was being destroyed and stolen.

COURSE CALENDAR

HIST 4000 / America and the World / Spring 2024
FRIDAYS 12:30 pm – 3:15 pm / January 16th – May 9th

Week 1: Introduction and Syllabus Explanation

In Week 1, the class kicks off with an engaging and interactive session focusing on introductions and setting course expectations. The primary activity involves using Jamboard, a digital whiteboard, where students are encouraged to create a slide that introduces themselves to the class. They can utilize pictures, texts, or any creative medium to share information about their aspirations, hobbies, and other personal details, remembering to include their name on the slide. For guidance on using Jamboard, a tutorial video is provided: <https://www.youtube.com/watch?v=eRG8MiLPUxk>.

Additionally, the session will cover the course syllabus, detailing the expectations, learning objectives, and structure of the course. This discussion ensures that all students are on the same page regarding what the course will entail and what is expected of them.

Class Activity:

- Go to the Jamboard. Pick a blank slide and create content that lets the class know more about you. Use pictures, texts, or whatever you want! (A Slide may already be assigned to you by name).
- Tell us what you want to do with your degree, tell us about your hobbies, etc. Just remember to write your name somewhere in it!
- Covering the course expectations (Syllabus).
- Watch this video for help: <https://www.youtube.com/watch?v=eRG8MiLPUxk>
- Use the link for the Jamboard:
https://jamboard.google.com/d/16wOUTjVANA8FN2CEHwKLi8MUJaGiZ8vsq7_jzarjfdk/edit?usp=sharing

Seminar (Assignments)

- ***Introduce the class via Jamboard and the Syllabus.***

Week 2: A New American Era

In Week 2, the course explores Part I of Zoellick's book, *America and the World*. Part I investigates the transformative period of American political and diplomatic landscapes and the important figures who shaped these early years. The week covers four significant topics: the foundational economic and diplomatic policies influenced by Alexander Hamilton, Thomas Jefferson's vision and strategies for American expansion and governance, the evolution of American foreign policy in the early 19th century with a focus on the Monroe Doctrine and figures like John Quincy Adams and Henry Clay, and finally, the Civil War era diplomacy and leadership, emphasizing the strategies of Abraham Lincoln and William Seward.

The lecture/notes for "A New American Era" ties together these themes, providing an overarching view of the political and diplomatic dynamics of this period. In addition to the lecture, the seminar and assignments for the week involve the submission of a summary of "Introduction: America's First Diplomat." Furthermore, students need to choose an additional topic from the list for their summaries, ensuring a comprehensive discussion of all key areas. This selection should be made in advance using a shared Google Doc for topic selection, available at the provided link.

https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kxc4cw/edit?usp=sharing

Zoellick Part I Summary topics:

- 1. (Chapter 1) Foundational Economic and Diplomatic Policies:**
 - Alexander Hamilton's influence on American power.
 - The lasting impact of Hamilton's economic and foreign policies.

- 2. (Chapter 2) Territorial Expansion and Governance:**
 - Thomas Jefferson's vision for American expansion.
 - Jefferson's diplomatic strategies, approach to slavery in new territories, and impact on Native American and European relations.
 - Territorial governance, state formation, and Jefferson's legacy in American statecraft.

- 3. (Chapter 3) Evolving American Foreign Policy in the Early 19th Century:**
 - The Monroe Doctrine, and the diplomatic strategies of John Quincy Adams and Henry Clay.
 - The interplay of domestic politics, geopolitical context, and diplomatic negotiations in shaping foreign policy.
 - The development of American Realism and the American System, and their legacy in American diplomacy.

- 4. (Chapter 4) Civil War Era Diplomacy and Leadership:**
 - Abraham Lincoln and William Seward's diplomatic strategies during the Civil War.
 - Challenges like the Trent Affair, secession attempts, and international recognition issues.
 - Lincoln's leadership qualities and Seward's vision, and their collective impact on future American foreign policy.

Lecture/Notes: A New American Era

Seminar/Assignments

- **Introduction: America's First Diplomat Summary is due.**
- **Choose one other summary from the list of Zoellick Part I Summary topics. – We want at least one student to cover every topic. Go to the google doc and choose your topic ahead of time.**
https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kxc4cw/edit?usp=sharing
- **2 Summaries are due.**

Week 3: The United States and the Global Order

Week 3 focuses on the second part of Zoellick's book, *America in the World*. Zoellick points out the significant role the United States played in shaping global politics and diplomacy in the late 19th and early 20th centuries. The summary topics for this week include an analysis of John Hay's Open Door Note and China policy, examining U.S.-China relations, the Boxer Rebellion, and the resulting peace terms.

Another topic explores Theodore Roosevelt's global political views, his mediation in the Russo-Japanese War, European diplomacy, particularly the Moroccan Crisis, and an overall assessment of Roosevelt's diplomacy. The third topic investigates Woodrow Wilson's foreign policy, including his decision to enter World War I, the sinking of the Lusitania, and Wilson's peace initiatives. For the seminar and assignments, students are tasked with choosing two summaries from different chapters in the Summary Topics list.

Zoellick Part II Summary Topics:

1. (Chapter 5) John Hay: The Open Door

- Hay's Open Door Note and China Policy.
- U.S.-China Relations.
- Boxer Rebellion and Diplomatic Maneuvering.
- Peace Terms and Diplomatic Significance.

2. (Chapter 6) Theodore Roosevelt: Balancer of Power

- Roosevelt's View on Global Politics.
- Russo-Japanese War Mediation.
- European Diplomacy and the Moroccan Crisis.
- Assessment of Roosevelt's Diplomacy.

3. (Chapter 7) Woodrow Wilson: The Political Scientist Abroad

- Wilson's Decision to Enter World War I.
- The Sinking of the Lusitania.
- Wilson's Peace Initiative.

Lecture/Notes: The United States and the Global Order

Seminar/Assignments

- **Choose 2 Summaries from different chapters in the Zoellick Part II Summary topics list.**
- **You can select your summaries by signing up on the assignment sheet –**
https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing
- **2 Summaries are due.**

Week 4: Interwar Internationalists

In Week 4, the course theme is "Interwar Internationalists," focusing on key figures and their contributions to U.S. foreign policy and international law during the interwar period. The week's summary topics from Part III of *America in the World*, include an examination of Charles Evans Hughes, Elihu Root, and Cordell Hull. The class will investigate themes such as: trade agreements, foreign policy, and diplomacy. For the seminar and assignments, students are tasked with choosing two summaries from the different chapters in the Zoellick Part III Summary Topics list.

Zoellick Part III Summary Topics:

- 1. (Chapter 8) Charles Evans Hughes: Arms Control and the Washington Conference**
 - The Washington Conference (1921).
 - Hughes's Bold Proposal.
 - Treaties and Security Agreements.
 - Hughes's Impact on U.S. Foreign Policy.

- 2. (Chapter 9) Elihu Root: The International Law**
 - Root's Involvement in International Law.
 - Root's Legal and Diplomatic Achievements.
 - Debating Root's Legacy.
 - Root's Belief in Law as Diplomacy.

- 3. (Chapter 10) Cordell Hull: Reciprocal Trade**
 - Reciprocal Trade Agreements Act of 1934.
 - Aligning Trade with Foreign Policy.
 - Impact of Trade Policies.
 - Challenges and Strategies.
 - Legacy of Trade Policy.

Lecture/Notes: Interwar Internationalists

Seminar/Assignments

- **Choose 2 Summaries from different chapters in the Zoellick Part III Summary topics list.**
- **You can select your summaries by signing up on the assignment sheet –**
https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing
- **2 Summaries are due.**

Week 5: A New Order of American Alliances I

Week 5 delves into the first half of *America in the World*, part IV; in which Zoellick focuses on post-World War II era and the Cold War, focusing on the United States' diplomatic strategies and alliances. The summaries cover the development of the American alliance system, Vannevar Bush's role in technological diplomacy and post-WWII science policy, and John F. Kennedy's crisis management during the Cold War. The lecture, "A New Order of American Alliances I," offers an in-depth look at these topics, highlighting the U.S.'s role in shaping international relations during this period. In the seminar, students are to choose and submit two summaries on a single chapter from the provided Zoellick Part IV topics list, using the assignment sheet for topic selection.

Zoellick Part IV Summary Topics:

- 1. (Chapter 11) Architects of the American Alliance System**

- Post-WWII Realities and American Sentiment
 - Leadership and Policy Shifts
 - European Turmoil and lessons learned in 1946.
2. **(Chapter 12) Vannevar Bush: Inventor of the Future**
 - Innovations and Technological Diplomacy
 - WWII Impact and Atomic Development
 - Postwar Science Policy and Global Competition
 - Technology's Role in Security and Democracy
 3. **(Chapter 13) John F. Kennedy: The Crisis Manager**
 - Kennedy's Approach to the Cold War
 - Strategic and Diplomatic Shifts
 - Legacy of Kennedy's Diplomacy

Lecture/Notes: A New Order of American Alliances I

Seminar/Assignments

- **Choose 2 Summaries from different chapters in the Zoellick Part IV Summary topics list.**
- **You can select your summaries by signing up on the assignment sheet –**
https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing
- ***2 Summaries are due.***

Week 6: A New Order of American Alliances II

Week 6 continues with Part IV "A New Order of American Alliances II," focusing on key U.S. Presidents and their foreign policies during pivotal moments in American history. The summary topics include an exploration of Lyndon B. Johnson's domestic and foreign policy, particularly his approach to Vietnam, America's faith in the military, and the long-term implications and lessons from his tenure. The second topic delves into Richard Nixon and Henry Kissinger's realpolitik strategy, encompassing Nixon's historic visit to China, Kissinger's diplomatic tactics, the Shanghai Communiqué, the impact of their policies, the transition to multipolarity, and Nixon's legacy in international relations. The final topic covers Ronald Reagan's vision and diplomacy, his Cold War strategy as exemplified in the Westminister Speech, his approach to negotiation, and the impact and legacy of his policies. For the seminar and assignments, students are required to choose and submit two summaries from different chapters in the second half of the Zoellick Part IV Summary topics list. Selections can be made using the assignment sheet provided at Assignment Sheet.

Zoellick Part IV Summary Topics:

1. **(Chapter 14) Lydon Johnson: Learning from Defeat**
 - Johnson's Domestic Policy
 - Johnson's Foreign Policy

- Vietnam
 - America's Faith in the Military
 - Long-term Implications and Lessons Learned
- 2. (Chapter 15) Richard Nixon and Henry Kissinger: American Realpolitik**
- Nixon's Historic Visit to China
 - Nixon's Realpolitik Strategy
 - Kissinger's Diplomatic Tactics and his View of World Order
 - The Shanghai Communiqué
 - Impact of Nixon and Kissinger's Policies
 - Transition to Multipolarity
 - Nixon's Legacy in International Relations
- 3. (Chapter 16) Ronald Reagan: The Revivalist**
- Ronald Reagan's Vision and Diplomacy
 - Westminster Speech and Cold War Strategy
 - Policy Fundamentals and Rhetorical Diplomacy
 - Reagan the Negotiator
 - Impact and Legacy

Lecture/Notes: A New Order of American Alliances II

Seminar/Assignments

- **Choose 2 Summaries from different chapters in the Zoellick Part IV Summary topics list.**
- **You can select your summaries by signing up on the assignment sheet –**
https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing
- ***2 Summaries are due.***

Week 7: An End and a Beginning

"An End and a Beginning," examines the transitional phase in American diplomacy from the late 20th century into the contemporary era, as explored in Zoellick's Part IV and V. The summary topics for this week include a focus on George H.W. Bush's role as an alliance leader, an investigation of five traditions of American diplomacy, and the transition of American foreign policy in the post-Cold War era. In the seminar, students are tasked with submitting a summary of the **Afterword** and choosing one other summary from either Chapter 17 or Chapter 18.

Zoellick Part V Summary Topics:

- 1. (Chapter 17) George H.W. Bush: Alliance Leader**
- Bush's Approach to Alliance Leadership
 - Major International Initiatives

- Bush's Role in the Economic Development of Eastern Europe
- Bush's Legacy in Historical Perspective

2. (Chapter 18) Five Traditions of American Diplomacy

- The Development of Doctrines – Alliance Politics
- The North American Base
- Trade, Transnationalism, and Technology
- Public and Congressional Support
- America's Purpose and Ideals

3. Afterword: From Tradition to Today

- Transition of American Foreign Policy Post-Cold War
- North American Trade and Diplomacy
- Global Trade Initiative and Challenge
- Vision and Pragmatism in American Foreign Policy

Lecture/Notes: An End and a Beginning

Seminar/Assignments

- **The Afterword summary is due.**
- **Choose 1 other Summary from the chapters in the Zoellick Part V Summary topics list. Either Chapter 17 or Chapter 18**
- **You can select your summaries by signing up on the assignment sheet –**
https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjsx4cw/edit?usp=sharing
- ***2 Summaries are due.***

Week 8: Interpretations of Capitalism and its Alternatives.

In Week 8, students will explore a range of perspectives on economic theories. They will watch videos in class about the Pareto Principle and Price's Law, as well as a liberal/progressive documentary, "Inequality for All" by former Secretary of Labor, Robert Reich (Clinton Administration).

For the seminar and assignments, students are tasked with writing a minimum of two pages in response to one of the selected videos. They are encouraged to use a format of their choice, and they should be ready to share their work in class in the seminar setting. The options for the assignment include a Marxist perspective by Richard Wolff, a heterodox "Post Keynesian" view by Steve Keen, conservative insights from Thomas Sowell, libertarian ideas from Milton Friedman, a capitalist viewpoint from Ray Dalio, and an anarchist perspective from Emma Goldman.

This assignment is equivalent to two summaries and is designed to provide students with a comprehensive understanding of various economic and political ideologies related to capitalism and its alternatives. The aim is to encourage critical thinking and analysis of different perspectives on economic systems. By

understanding differing economic systems, the students will have a greater understanding of how economics influences policies and impacts the lives of everyone.

Watch:

The Pareto Principle: https://youtu.be/9Asdx97WE_8

Price's law: <https://youtu.be/cHtY2ukfeP8>

[Liberal/Progressive] *Inequality for all:*

<https://www.documentaryarea.com/video/Inequality%20for%20All/>

Week 9: Defining Genocide

In Week 9, the course explores the historical and legal dimensions of genocide. The study begins with "Race Murder" in Chapter 1, examining the Armenian Genocide, its recognition, and impact. This is followed by "A Crime Without a Name" in Chapter 2, delving into the early stages of defining genocide, including key figures and events that shaped its legal recognition. Chapter 3, "The Crime with a Name," focuses on the Holocaust and how genocide was formalized as a legal term, along with the ethical and moral challenges it presented. Students are expected to submit summaries for Chapters 1, 2, and 3, from Samantha Power's *A Problem from Hell*.

Power Part I Summary Topics:

1. (No Summary) Preface
2. (Chapter 1) Race Murder
3. (Chapter 2) A Crime Without a Name
4. (Chapter 3) The Crime with a Name

Lecture/Notes: Defining Genocide

Seminar/Assignments

- There is no summary required for the Preface, but students are encouraged to read it for context.
- Summaries for Chapters 1,2, and 3 from *A Problem from Hell* are due.
- You can select your summaries by signing up on the assignment sheet – https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing
- **3 Summaries are due.**

Week 10: The United Nations and the United States

Week 10 continues the examination of genocide and international law, focusing on the Nuremberg Trials, the Genocide Convention, and the United Nations Convention on the Prevention and Punishment of the Crime of Genocide (1948). The study topics for the week include Chapter 4 "Lemkin's Law," which discusses the role of individual advocacy in international law, the Nuremberg Trials, the formation of the Genocide Convention, challenges in international lawmaking, and the legacy of Raphael Lemkin's work. Chapter 5 "A Most Lethal Pair of Foes," delves into the ratification and implementation of the Genocide Convention, U.S. foreign policy, the influence of domestic politics on international decisions, and the comparative analysis of international law and human rights. Students are required to submit summaries for Chapters 4 and 5.

Power Part II Summary Topics:

1. (Chapter 4) Lemkin's Law
2. (Chapter 5) "A Most Lethal Pair of Foes"
3. (No Summary) UN Convention on the Prevention and Punishment of the Crime of Genocide (1948) - <https://drive.google.com/file/d/1REYewfEC8BF0-w6E2NjLuRSNRsRLcqf3/view?usp=sharing>
4. (No Summary) The Constitution of the United States
https://www.senate.gov/about/origins-foundations/senate-and-constitution/constitution.htm#a1_sec2

Lecture/Notes: The United Nations and the United States

Seminar/Assignments

- Summaries for chapters 4 & 5 from *A Problem from Hell* are due.
- You can select your summaries by signing up on the assignment sheet – https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing
- **2 Summaries are due.**

Week 11: Enlightenment Now

In Week 11, the course examines various themes from Steven Pinker's book, *Enlightenment Now: The Case For Reason, Science, Humanism, and Progress*. The text's first part focuses on the Enlightenment and its impact on modern society. The summary topics include Chapter 1, "Dare to Understand," which explores the principles of the Enlightenment, the roles of reason and science, the impact on society and culture, humanism, moral philosophy, and the legacy of Enlightenment thought. Chapter 2, "Entro, Evo, Info," focuses on key scientific concepts like the Second Law of Thermodynamics, evolution, the role of information in science and society, and how these intersect with Enlightenment values. In Chapter 3, "Counter-Enlightenments," the focus shifts to movements that opposed Enlightenment ideals, exploring themes like religious faith, nationalism, romanticism, and skepticism towards progress. Chapter 4, "Progressophobia," discusses the concept of progressophobia, biases in perceiving progress, the role of data in assessing it, media influences, and the impact of progress on human well-being. For the seminar and assignments, students are required to submit a summary of Chapter 4, "Progressophobia," and choose one other summary from the Pinker Part I Summary Topics.

Pinker Part I Summary Topics:

1. (Chapter 1) Dare to Understand
2. (Chapter 2) Entro, Evo, Info
3. (Chapter 3) Counter-Enlightenments
4. **(Chapter 4) Progressophobia**

Lecture/Notes:

Seminar/Assignments

- **Summary on Chapter 4: Progressophobia is due.**
- **Choose two other Summaries from Pinker Part I Summary Topics.**
- **You can select your summaries by signing up on the assignment sheet –**
https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing
- ***3 Summaries are due.***

Week 12: Life, Health, and Wealth

In Week 12, students will present various chapters from Pinker's work, each focusing on different aspects of human progress and the influence of the Enlightenment. Through Pinker's work, students utilize the information that they learned through Zoellick and Power throughout the course. The presentations will encompass a range of topics. Chapter 5, "Life," covers historical trends in life expectancy and the Enlightenment's impact on health. Chapter 6, "Health," looks at advancements in medical science. "Sustenance," Chapter 7, examines the progress in food production. Chapter 8, "Wealth," discusses economic growth and wealth creation. Chapter 9, "Inequality," focuses on the complexities of economic inequality. Lastly, Chapter 10, "The Environment," addresses environmental management and sustainable development. Students will choose the chapter they wish to present by signing up on the provided signup sheet at Assignment Sheet.

https://docs.google.com/document/d/1g5QS_HzmuG3bosE1B7k8bREqCfO8_Az0ExJ0kjxc4cw/edit?usp=sharing – **The topics are limited, one per student.**

Pinker Presentations:

- **(Chapter 5) Life**
- **(Chapter 6) Health**
- **(Chapter 7) Sustenance**
- **(Chapter 8) Wealth**
- **(Chapter 9) Inequality**
- **(Chapter 10) The Environment**
- **(Chapter 23) Humanism – Extra Credit (Worth 1 Summary)**

Week 13: America, The World Engine for Progress

In Week 13, the course continues with Pinker Presentations, focusing on a series of chapters that highlight America's significant role in driving global progress in various areas. The presentations for this week include an exploration of global peace and America's contribution to it in Chapter 11, "Peace." This is followed by "Safety," where students will delve into the evolution of safety standards under American influence. Chapter 13, "Terrorism," examines the impact and American response to terrorism and its global implications. In "Democracy," the focus shifts to the spread of democratic values and America's role in this global movement. The progress in equal rights, particularly influenced by American initiatives, is the subject of Chapter 15, "Equal Rights." Lastly, "Knowledge" assesses the growth and distribution of knowledge, emphasizing America's leadership in education and information dissemination. These topics offer a comprehensive view of America's pivotal role in various dimensions of global progress, from peace and safety to democracy, equal rights, and knowledge. Students will present and discuss these chapters, gaining a deeper understanding of how the United States has influenced and shaped the modern world in multiple aspects.

Pinker Presentations:

- (Chapter 11) Peace
- (Chapter 12) Safety
- (Chapter 13) Terrorism
- (Chapter 14) Democracy
- (Chapter 15) Equal Rights
- (Chapter 16) Knowledge
- (Independent study: Buy American) – Extra Credit (Worth 1 Summary)

Week 14: The Future

In Week 14, the final installment of the Pinker Presentations, titled "The Future," brings the course to a close as we explore the possibilities and challenges that lie ahead, discussed in Pinker's concluding chapters. This week's presentations cover a range of topics that look toward what the future might hold. We start with "Quality of Life" in Chapter 17, analyzing global trends and factors that influence life quality. Next, Chapter 18's "Happiness" examines the evolving factors that determine happiness. In "Existential Threats," Chapter 19, we confront significant global risks and explore mitigation strategies. Chapter 20, "The Future of Progress," contemplates the directions and limitations of human advancement. The role of rational thinking in future developments is the focus of Chapter 21, "Reason," emphasizing its critical role in solving problems and making decisions. Lastly, Chapter 22, "Science," underscores the enduring importance of scientific inquiry in advancing our understanding and tackling upcoming challenges.

These presentations aim to offer a holistic view of what the future might encompass, ranging from quality of life and happiness to existential risks, all underpinned by the roles of reason and scientific inquiry.

Please check your email for the Course Evaluations and ensure you complete them. Should the presentations extend beyond this session, we will continue next week, and attendance will be required for all students, not just the presenters.

Pinker Presentations:

- (Chapter 17) Quality of Life
- (Chapter 18) Happiness
- (Chapter 19) Existential Threats
- (Chapter 20) The Future of Progress
- (Chapter 21) Reason
- (Chapter 22) Science

Week 15: Course Evaluation

In Week 15, the course ends by focusing on evaluation and reflection, offering an opportunity for students to provide feedback on their learning experience. This week, there is no scheduled class meeting, unless previously arranged, providing students with time to complete evaluations. Students are encouraged to complete the Kean Course Evaluation, which should be either emailed to them or available on the Canvas dashboard. This official evaluation is an important tool for assessing the course and making future improvements. Additionally, **the week is reserved as a contingency for any snow days or school closings that might have occurred during the semester**, ensuring that all course material has been

adequately covered. Furthermore, there is a personalized course survey prepared by the instructor for the students to complete. This survey is specifically designed to gather direct feedback for the instructor and is completely anonymous unless students choose to include their names. The feedback from this survey is instrumental in tailoring the course to better meet students' needs and enhance the overall teaching and learning experience.

Information:

- **No class meeting unless otherwise discussed.**
- *Please complete the Kean Course Evaluation, it should be emailed to you, or it is available on the Canvas dashboard.*
- Reserved for snow days or school closings.
- I have a personalized course survey for you to complete as well. This one is just for me – It is anonymous unless you want to fill in your name.

Spring 2024 Academic Calendar

<https://www.kean.edu/offices/registrars-office/academic-calendar#spring2024>

	Full Term Courses	First-Half Term Courses	First-Half Online Courses	Second-Half Term Courses	Second-Half Online Courses
Courses begin	Tues., Jan. 16	Tues., Jan. 16	Tues., Jan. 16	Tues., Mar. 19	Tues., Mar. 19
Last day to add courses	Tues., Jan. 23	Tues., Jan. 23	Fri., Jan. 19	Tues., Mar. 26	Fri., Mar. 22
Last day to drop with 100% refund and with no mark on academic record	Tues., Jan. 23	Tues., Jan. 23	Tues., Jan. 23	Tues., Mar. 26	Tues., Mar. 26
Mark of "W" begins for course withdrawals	Wed., Jan. 24	Wed., Jan. 24	Wed., Jan. 24	Wed., Mar. 27	Wed., Mar. 27
Last day to withdraw with 75% refund	Tues., Jan. 30	Tues., Jan. 30	Tues., Jan. 30	Tues., April 2	Tues., April 2
Last day to declare a course as an audit	Tues., Feb. 6	Tues., Jan. 30	Tues., Jan. 30	Tues., April 2	Tues., April 2
Last day to declare or change undergraduate Pass/Fail option	Tues., Feb. 6	Tues., Jan. 30	Tues., Jan. 30	Tues., April 2	Tues., April 2
Last day to withdraw with 50% refund - No refunds will be issued after this date	Tues., Feb. 6	Tues., Feb. 6	Tues., Feb. 6	Tue., April 9	Tue., April 9
Last day to withdraw from courses with "W" grade (no refund)	Mon., April 1	Fri., Feb. 23	Fri., Feb. 23	Fri., April 26	Fri., Apr. 26
Exam Week	Fri., May 3 - Thurs., May 9	Tues., Mar. 5 - Sat., Mar. 9; Mon., Mar. 18	N/A	Fri., May 3 - Thurs., May 9	N/A
Courses end	Thurs., May 9	Mon., Mar. 18	Mon., Mar. 18	Thurs., May 9	Mon., May 13
Grades due	Wed., May 15	Fri., Mar. 22	Fri., Mar. 22	Wed., May 15	Fri., May 17

*The Academic Calendar is subject to change.