



The Waldseemüller Map of 1507

Just fifteen years after Columbus landed in the Western Hemisphere, this map, which was created by the German cartographer Martin Waldseemüller, reflected a dawning European awareness of the planet's global dimensions and location of the world's major landmasses. (BildarchivPreussischerKulturbesitz/Art Resource, NY)

Topics in Modern World History: “The Great Divergence: China, Europe, and the Making of the Modern World Economy”

HIS 208-02 Entrepreneurship and Sustainability LLC Spring 2013

Prof. Mark A. Moser
Office: MHRA 2104
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Meeting Time/Location: MW 3:30-4:45 MHRA 3208
Office Hours: MWF 11:00-12:00
MW 2:00-3:00 and by appointment

**Note that this syllabus is subject to change at the discretion of the instructor. Any necessary changes in the syllabus or course schedule will prioritize effectiveness for student learning.*

Scope and Purpose of the Course

This course is designed for students in the freshman learning community: Global Entrepreneurship and Sustainability. The course will focus on the history of the world economy and provide historical perspectives for evaluating changes in the world economy and entrepreneurial/sustainable thinking. For a long time, historians emphasized the centrality of Europe in the emergence of the modern world. More recently, historians have re-examined the role of the Chinese economy in the pre-1750 world context. We will evaluate the classic historical problem: Why did sustained industrial growth begin in Northwest Europe, despite surprising similarities between advanced areas of Europe and East Asia? We will evaluate the experience of individuals documented in primary sources over time and place. Students will practice critical thinking, information literacy, and writing skills by analyzing primary source evidence. This course is linked with ECO 100 and there will be some common readings and common assignments in both classes. It will be useful to consider, as you study common content in these two courses, similarities and differences in the ways that historians and economists approach the study of world historical problems and issues related to entrepreneurship and sustainability.

General Education Requirements

This course satisfies General Education (GEC) requirements established by the UNCG faculty for historical perspectives (GHP/GMO) and the Global Marker (GL):

General Education Program Learning Goals addressed by HIS 208:

LG1. Foundational Skills: *Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies.*

LG3. Knowledge of Human Histories, Cultures, and the Self: *Describe, interpret, and evaluate the ideas, events, and expressive traditions that have shaped collective and individual human experience through inquiry and analysis in the diverse disciplines of the humanities, religions, languages, histories, and the arts.*

Historical Perspectives (GHP)

Students use an historical approach to a specific region and period to explore the context of events (social structure, economics, political systems, culture, or beliefs), evaluate evidence and divergent interpretations, and communicate historical ideas in writing.

At the completion of a GHP course, the student will be able to:

- Demonstrate a general knowledge and appreciation of historical events, social structures, economics, political ideologies and systems, belief systems, or cultural expressions
- Demonstrate an understanding of some of the diverse historical events, forces and/or contexts in the ancient (GPM) and modern (GMO) world
- Analytically and critically evaluate historical evidence and divergent interpretations
- Communicate historical ideas clearly

Global (GL)

In a course in any subject, students focus on the interconnections among regions of the world, interpret and evaluate information on diverse ecologies, human societies, artistic achievements, or political systems, and gain sensitivity to cultural differences on a global scale.

At the completion of a GL course, the student will be able to:

- Demonstrate an understanding of the interconnections among regions of the world in such aspects as colonial and neocolonial relationships, human rights, discourses of justice, cultural and aesthetic developments, technology, ecology, or epistemology
- Locate, interpret, and evaluate information on diverse global cultures
- Demonstrate sensitivity to cultural differences on a global scale

These general education objectives are applicable to all courses with GHP and GL credit regardless of subject matter. The specific HIS 208 course objectives described below are designed to address these General Education Program Goals.

Course Learning Objectives

Upon completing HIS 208 the student will be able to:

1. Explain large-scale and long-term historical developments of regional, interregional, and global scope. [GEC LG3; GHP; GL]
2. Analyze ways in which human groups have come into contact and interacted with one another, including systems of communication, migration, commercial exchange, conquest, and cultural diffusion. [GEC LG3; GHP; GL]
3. Assess the significance of key turning points in modern world history. [GEC LG3; GHP]
4. Describe the development and explain the significance of distinctive forms of political, social, and economic organization. [GEC LG3; GHP]
5. Evaluate ecological contexts of global exchange over time.
6. Think historically and communicate effectively in writing, including: [GEC LG3; GHP; GL]
 - A. **Reconstruct the literal meaning of a historical passage** by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
 - B. **Identify the central question(s)** the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
 - C. **Differentiate between historical facts and historical interpretations** but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgment of what is most significant about the past.
 - D. **Read historical narratives imaginatively**, taking into account what the narrative reveals of the humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
 - E. **Appreciate historical perspectives**--(a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.
 - F. **Draw upon data in historical maps** in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and historical event occurring there.
 - G. **Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
 - H. **Analyze cause-and-effect relationships** bearing in mind **multiple causation** including (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of **chance**, the accidental and the irrational.
 - I. **Draw comparisons across eras and regions in order to define enduring issues** as well as large-scale or long-term developments that transcend regional and temporal boundaries.
 - J. **Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.**

- K. **Challenge arguments of historical inevitability** by formulating examples of historical contingency, of how different choices could have led to different consequences.
- L. **Hold interpretations of history as tentative**, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- M. **Evaluate major debates among historians** concerning alternative interpretations of the past.
- N. **Analyze historical data** by evaluating the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- O. **Employ quantitative analysis** in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.
- P. **Support interpretations with historical evidence** in order to construct closely reasoned arguments rather than facile opinions.

Required Readings

Strayer, Robert. *Ways of the World: A Brief Global History with Sources, First Edition, Volume II: Since 1500*. Bedford/St. Martin's, 2011 [etextbook, ISBN-100-312-67718-9, \$33.95; if you prefer a paper text you may order Volume II in print from your bookstore of choice, ISBN-10: 0-312-45289-6. A new print copy costs \$55.95.]

Readings on Bb Ereserves:

AUTHOR	TITLE –as listed in Blackboard
David S. Landes	The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor (1998) [<i>Exchanges: A Global History Reader</i> , pp. 34-36]
William H. McNeill	How the West Won (1998) [<i>Exchanges: A Global History Reader</i> , pp. 36-37]
Getz et. al. editors	Why Not Ming China? [<i>Exchanges: A Global History Reader</i> , pp. 21-28] <ul style="list-style-type: none"> • Ku P'o, Afterword, in Ying-Yai Sheng-Lan, or The Overall Survey of the Ocean's Shores (1433), p. 23 • Chang Kuei-Sheng, The Maritime Scene in China at the Dawn of Great European Discoveries (1974), pp. 23-25. • Li Ung Bing, Outlines in Chinese History (1914), p. 25-26 • Kenneth Pomeranz, The Great Divergence: China, Europe, and the Making of the Modern World Economy (2000), pp. 26-28
Peter N. Stearns, editor	Coffee in Early Modern World History Case Study [<i>World History in Documents: A Comparative Reader</i> , pp. 211-217. <ul style="list-style-type: none"> • A Middle Eastern Account, pp. 212-213 • English Accounts, pp. 213-215 • The Character of a Coffee-House, pp. 215-216 • Coffee-Houses Vindicated, pp. 216-217

Getz et. al. editors	<p>Evaluating the Bourgeois Revolution [<i>Exchanges: A Global History Reader</i>, pp. 79-93.]</p> <ul style="list-style-type: none"> • Eric Jones, <i>The European Miracle: Environments, Economies, and Geopolitics in the History of Europe and Asia</i> (1987), pp.81-83 • Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (1776), pp. 83-86 • Kenneth Pomeranz, <i>The Great Divergence: China, Europe, and the Making of the Modern World Economy</i> (2000), pp. 86-88 • Patrick O'Brien, <i>European Economic Development: The Contribution of the Periphery</i> (1982), pp. 88-90 • The Fugger Newsletters (1580), pp. 90-92
Getz et. al. editors	<p>Linking the Industrial Revolution in Africa and Britain [<i>Exchanges: A Global History Reader</i>, pp. 119-132.]</p> <ul style="list-style-type: none"> • Peter Mathias, <i>The First Industrial Nation: An Economic History of Britain, 1700-1914</i> (1969), pp. 121-123 • Eric Williams, <i>Capitalism & Slavery</i> (1944), pp. 124-125 • Daniel Defoe, <i>The Complete English Tradesman</i> (1726), pp. 125-126 • Walter Rodney, <i>How Europe Underdeveloped Africa</i> (1972), pp. 126-128 • OttobahCugoano, <i>Thoughts and Sentiments on the Evil of Slavery</i> (1787), pp. 128-130 • Testimonies of Elizabeth Bentley and AbinaMansah (1833/1876), pp. 130-131

Evaluation

Daily Class Preparation and Contributions to Class Discussion	10%
Unit 1 Assignment	10%
Unit 2 Assignment	10%
Unit 3 Assignment	15%
Unit 4 Assignment	15%
Commodities in World History Team Project	40%

Class Preparation and Contributions to Class Discussion

See the grading rubric below for standards regarding this portion of the grade:

GRADING RUBRIC FOR DAILY PORTION OF GRADE

GRADE	CRITERIA
A	<p>Student attends every class session and arrives promptly;</p> <p>Student participates frequently in most class sessions and makes relevant contributions to discussions;</p> <p>Student is always well prepared for class;</p> <p>Student actively listens when others talk and “builds off” the ideas of others;</p> <p>Student always shows respect for classmates and instructors;</p> <p>Student always meets deadlines for assignments.</p>
B	<p>Student misses no more than one class session and is almost never late;</p> <p>Student regularly participates in most class sessions and makes relevant contributions to discussions;</p> <p>Student is prepared for class;</p> <p>Student actively listens when others talk;</p> <p>Student shows respect for classmates and instructors;</p> <p>Student always meets deadlines for assignments.</p>
C	<p>Student misses no more than two class sessions and is seldom late;</p> <p>Student occasionally participates in class sessions and makes some relevant contributions to the discussion;</p> <p>Student is usually prepared for class;</p> <p>Student listens when others talk;</p> <p>Student shows respect for classmates and instructors;</p> <p>Student turned in no more than two late assignments.</p>
D	<p>Student misses more than two class sessions or frequently arrives late;</p> <p>Student seldom participates in class sessions and rarely makes relevant contributions to the discussion;</p> <p>Student is seldom prepared for class;</p> <p>Student rarely listens when others talk;</p> <p>Student turned in more than two late assignments.</p>
F	<p>Student misses more than three class sessions or rarely arrives on time;</p> <p>Student almost never participates in class sessions and rarely makes relevant contributions;</p> <p>Student is rarely prepared for class;</p> <p>Student almost never listens when others talk;</p> <p>Student regularly misses deadlines.</p> <p><i>Note that a student who misses more than six classes risks failure of the entire course.</i></p>

Unit Writing Assignments:

These written assignments will vary for each unit. In general, they will require you to evaluate specific materials addressed in each unit using appropriate citation methods. Assignment formats and lengths may vary from one well-written paragraph to a longer essay of 5-7 pages, typed. Specific instructions will be provided well in advance of due dates. Questions and activities in these assignments will be designed to address the course learning objectives, including information literacy skills necessary for successful development of your commodities project.

Commodities in World History Team Project:

Students will work in teams to develop a multi-media website focusing on the history of a single commodity in the world economy from the early modern era through the twentieth century. Before the sixteenth century human societies were linked together in local or regional markets, as in the Mediterranean world for example. The discovery of the New World expanded local and regional markets to span the globe and new connections were created linking men and women across space and time. How did the Industrial Revolution change the social and/or economic role of the commodity you are studying? Workshops on information literacy and website development will assist in the planning stages of the project. Teams will present work in progress at different stages of the project. Specific instructions for the assignment will be provided as the semester unfolds. [Note that this is a common assignment with ECO 100. The grading criteria for this assignment may be different in the two classes.] Note that the mid-semester team presentation and website draft is worth 10% of the Commodities Project final grade.

Course Policies

Academic Integrity

UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in such sanctions as a failing grade on an assignment or failure in the course depending on the nature of the offense. Students must follow the guidelines of the University Policy on Academic Integrity: <http://academicintegrity.uncg.edu/complete/>

Electronic Communication

Students are responsible for checking Blackboard and UNCG email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor (lctolber@uncg.edu). When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible.

Late Assignment Penalty

Meeting deadlines is an essential element of professional behavior. Please note that *unless arrangements have been made well in advance of due dates*, late assignments will be penalized by a 3% reduction in the final grade for every day the assignment is late. Assignments later than one week will not be accepted for credit without an extremely impressive explanation. The unit assignments are designed to develop your learning in progressively more difficult analytical challenges. It is essential that you complete this work on schedule.

Attendance Policy

Attendance is mandatory and is counted as part of the overall participation grade. Documentation for absences will not be collected except in cases where an extended absence may be necessary (for example, hospitalization). Note that beyond the role attendance plays in the grading rubric above, a student who seriously neglects attendance and class preparation risks failing the course. I will take attendance at the beginning of every class. You must attend at least three quarters of the class period to be counted for full attendance for the class.

Course Schedule

January 14

Introductions

Unit 1: What is History?

January 16

History as Interpretation: Strayer Textbook vs. Historians' ArgumentsRead:

Strayer, Preface, pp. vii-xx;

Two Reviews of Pomeranz, *The Great Divergence*, posted to Bb

January 23

Why World History?Read:

Strayer, Prologue pp. xliii-xlvi and "Big Picture" essay: "European Centrality and the Problem of Eurocentrism" pp. 771-775.

David S. Landes, *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor* (1998) [*Exchanges: A Global History Reader*, pp. 34-36 (ereserves)]William H. McNeill, *How the West Won* (1998) [*Exchanges: A Global History Reader*, pp. 36-37 (ereserves)]

Writing Assignment due: Comparing interpretations: What is wrong with Eurocentrism for understanding world history? What are the key points of agreement among these historians? What are their key differences? For example, what do they disagree about? Do they put different emphasis on the same issues, or do they emphasize different issues entirely? Be specific. Use examples from Strayer, Landes, and McNeill. Use quotation marks for all direct quotations and include the author and page number in parenthesis after each quotation—for example, (Landes, p. 35). (Maximum 1 page, typed, single-spaced.)

January 28

The Problem of EurocentrismRead:

Strayer, "Big Picture" essay: "European Centrality and the Problem of Eurocentrism," pp. 771-775.

David S. Landes, *The Wealth and Poverty of Nations: Why Some Are So Rich and Some So Poor* (1998) [*Exchanges: A Global History Reader*, pp. 34-36 (ereserves)]William H. McNeill, *How the West Won* (1998) [*Exchanges: A Global History Reader*, pp. 36-37 (ereserves)]

January 30

Commodities Assignment workshop [2:00-4:45]

February 4 Chronology and World History: Making Sense of Time

Considering how historians use chronology and periodization to evaluate historical problems

Read:

Strayer "A Preview of Coming Attractions: Looking Ahead to the Modern Era, 1500-2010," pp. 596-597;

Reflections: What If? Chance and Contingency in World History, p. 599; Big Picture essay: "Debating the Character of an Era," pp. 619-621; Landmarks in the Early Modern Era, 1450-1750, pp. 622-623;

Snapshot: Major Developments around the World in the Fifteenth Century, p. 570.

Be prepared to discuss the following question using specific examples from the reading: Should the period between 1450 and 1750 be considered an early modern era or a continuation of older agrarian societies? Why?

Unit 1 Assignment due.

Unit 2: The Early Modern Era: A World of Surprising Resemblances

February 6 Why Not Ming China? , Introduction to Primary SourcesRead:

Strayer, Working with Primary Sources, pp. xxxvii-xxxix (written documents); Civilizations of the Fifteenth Century: Comparing China and Europe, pp. 575-584.

Why Not Ming China? [*Exchanges: A Global History Reader*, pp. 21-28 (ereserves)]

- Ku P'o, Afterword, in Ying-Yai Sheng-Lan, or The Overall Survey of the Ocean's Shores (1433), p. 23

February 11 Why Not Ming China? Evaluating Historians' Interpretations: What are the major points of agreement and/or disagreement among the three historians in the assigned reading list below?

Read:

Why Not Ming China? [*Exchanges: A Global History Reader*, pp. 21-28 (ereserves)]

- Li Ung Bing, Outlines in Chinese History (1914), p. 25-26
- Chang Kuei-Sheng, The Maritime Scene in China at the Dawn of Great European Discoveries (1974), pp. 23-25.
- Kenneth Pomeranz, The Great Divergence: China, Europe, and the Making of the Modern World Economy (2000), pp. 26-28

February 13 No Class**February 18 The Islamic World in the Fifteenth Century**Read:

Strayer, Civilizations of the Fifteenth Century: The Islamic World, pp. 584-588; Webs of Connection, 594-599; Considering the Evidence: Sacred Places in the World of the Fifteenth Century, pp. 608-617.

February 20 Empires and Encounters, 1450-1750Read:

Strayer, Chapter 14, 625-651

February 25 Considering the Evidence: State Building in the Early Modern EraRead:

Strayer documents: State Building in the Early Modern Era, pp. 652-663.

February 27 Considering the Evidence: State Building in the Early Modern EraRead:

Strayer documents: State Building in the Early Modern Era, pp. 652-663.

Unit 2 Assignment due Friday, March 1 by 12:00 p.m.

Unit 3: The Great Global Convergence, 1400-1800 CE

March 4 Commodity Case Study: Coffee in Early Modern World HistoryRead:

Coffee in Early Modern World History Case Study [*World History in Documents: A Comparative Reader*, pp. 211-217. (ereserves)]

- A Middle Eastern Account, pp. 212-213
- English Accounts, pp. 213-215
- The Character of a Coffee-House, pp. 215-216
- Coffee-Houses Vindicated, pp. 216-217

March 6 Commodity Case Study: Coffee in Early Modern World HistoryRead:

Strayer, Chapter 15, pp. 673-698. What is the most important historical context in this Strayer chapter for evaluating the documents in the coffee case study?

Coffee in Early Modern World History Case Study [*World History in Documents: A Comparative Reader*, pp. 211-217. (ereserves)]

- A Middle Eastern Account, pp. 212-213
- English Accounts, pp. 213-215
- The Character of a Coffee-House, pp. 215-216
- Coffee-Houses Vindicated, pp. 216-217

March 11 and 13 SPRING BREAK**March 18 Exchange and Status in the Early Modern World: Introduction to Analyzing Visual Sources**Read:

Strayer, Chapter 15, pp. 673-698.

Strayer, "Working with Visual Sources," pp. xxxix-xli; Visual Sources documenting Exchange and Status in the Early Modern World, pp. 711-719.

March 20 **Global Commerce, 1450-1750; Religion and Science**Read:

Strayer, Chapter 15, pp. 673-698.

Strayer, Chapter 16, pp. 721-747

March 25 **Commodities Project Team Presentation [2:00-4:45]**

Website draft for the history of your commodity in the early modern era, before the Industrial Revolution and annotated bibliography due. **Post your website draft to Bb by 2:00. This assignment and presentation is worth 10% of the Commodities Project final grade.**

Unit 3 Assignment due Friday, March 29 by 1:00 p.m.

Unit 4: The Great Divergence: Colonizers and Colonized in an Industrial World, 1750-1914

March 27 **Evaluating the Bourgeois Revolution, 1650-1800**Read:

Evaluating the Bourgeois Revolution [*Exchanges: A Global History Reader*, pp. 79-93. (ereserves)]

- Eric Jones, *The European Miracle: Environments, Economies, and Geopolitics in the History of Europe and Asia* (1987), pp.81-83
- Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776), pp. 83-86
- Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (2000), pp. 86-88
- Patrick O'Brien, *European Economic Development: The Contribution of the Periphery* (1982), pp. 88-90
- *The Fugger Newsletters* (1580), pp. 90-92

Strayer, Chapter 17, pp. 779-805.

April 1 Evaluating the Bourgeois Revolution, 1650-1800Read:

Evaluating the Bourgeois Revolution [*Exchanges: A Global History Reader*, pp. 79-93. (ereserves)]

- Eric Jones, *The European Miracle: Environments, Economies, and Geopolitics in the History of Europe and Asia* (1987), pp.81-83
- Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776), pp. 83-86
- Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (2000), pp. 86-88
- Patrick O'Brien, *European Economic Development: The Contribution of the Periphery* (1982), pp. 88-90
- *The Fugger Newsletters* (1580), pp. 90-92

Strayer, Chapter 17, pp. 779-805.

April 3 Why Europe? Why Britain?Read:

Strayer, Chapter 18, "Revolutions of Industrialization, 1750-1914," pp. 825-854; Chapter 19, "Internal Troubles, External Threats: China, the Ottoman Empire, and Japan, 1800-1914," pp. 877-903.

April 8 Colonial Encounters, 1750-1914Read:

Strayer, Chapter 20, pp. 923-948; and Using the Evidence: "The Scramble for Africa" pp. 960-967.

April 10 Linking the Industrial Revolution in Africa and BritainRead:

Linking the Industrial Revolution in Africa and Britain [*Exchanges: A Global History Reader*, pp. 119-132. (ereserves)]

- Peter Mathias, *The First Industrial Nation: An Economic History of Britain, 1700-1914* (1969), pp. 121-123
- Eric Williams, *Capitalism & Slavery* (1944), pp. 124-125
- Daniel Defoe, *The Complete English Tradesman* (1726), pp. 125-126
- Walter Rodney, *How Europe Underdeveloped Africa* (1972), pp. 126-128
- OttobahCugoano, *Thoughts and Sentiments on the Evil of Slavery* (1787), pp. 128-130
- Testimonies of Elizabeth Bentley and AbinaMansah (1833/1876), pp. 130-131

April 15 Linking the Industrial Revolution in Africa and BritainRead:

Linking the Industrial Revolution in Africa and Britain [*Exchanges: A Global History Reader*, pp. 119-132. (ereserves)]

- Peter Mathias, *The First Industrial Nation: An Economic History of Britain, 1700-1914* (1969), pp. 121-123
- Eric Williams, *Capitalism & Slavery* (1944), pp. 124-125
- Daniel Defoe, *The Complete English Tradesman* (1726), pp. 125-126
- Walter Rodney, *How Europe Underdeveloped Africa* (1972), pp. 126-128
- OttobahCugoano, *Thoughts and Sentiments on the Evil of Slavery* (1787), pp. 128-130
- Testimonies of Elizabeth Bentley and AbinaMansah (1833/1876), pp. 130-131

**April 17 Independence and Development in the Global South, 1914-Present
What Difference Do Ideas Make? and, Pondering the Uses of History**Read:

Strayer, Chapter 23 pp. 1081-1109; and Considering the Evidence: "Debating Development in Africa," pp. 1110-1121.

Strayer, *Final Reflections: Pondering the Uses of History*, pp. 1163-1165.

Unit 4 Assignment due, Friday, April 19 by 1:00 p.m.

Unit 5: Commodities in World History

April 22	Project Workshop: Presentation standards and final writing issues
April 24	Final Presentations/Project Due
April 29	Final Presentations/Project Due