

Syllabus
Spring 2019 - HIST 102 502
Western Civilization post 1648

Meeting times: MW, 12:00-1:15 PM

Location: room A131

Instructor: John A. Bollweg
Office: Administration Building 123

Contact: jbollweg@nm.edu
Off: 505-925-8558
Mob: 630-390-6172

Office Hours: Monday, 11:00-11:50 AM, Wednesday, 1:15-2:30 PM, and by appointment

Course Overview

HIST-102 is a survey of “Western Civilization” since the mid-1600s, focusing largely on European societies. The course covers the emergence of the modern world through to the present day. The themes we will review include:

- 1) the development of the centralizing “state” and the emergence of the modern “nation state”, with its claims over many areas of people’s lives,
- 2) the development of modern science and its applications to not only technology and the economy, but also to thinking about society itself,
- 3) the development of industrial and financial capitalism, with the creation of new social classes and a steady development of “globalization”,
- 4) the development of new means by which states and political/social actors mobilize, control, and even eliminate mass populations,
- 5) the development of modern concepts of politics, government, and rights, as well as related conflicts over who defines and who gets them,
- 6) the development of intellectual, political and social movements or “-isms”, that shape how individuals understand the world and have directed their efforts to change it.

Learning Outcomes or Course Objectives

Students who complete the course will be able to:

- 1) EXPLAIN how “Western” cultures in the period covered by the course shaped the world and were shaped by their knowledge of it, as well as how those cultures changed over the period,
- 2) DISTINGUISH between primary and secondary sources, and IDENTIFY and EVALUATE evidence,
- 3) IDENTIFY historical arguments, EXPLAIN how they were constructed, and EVALUATE their credibility, evidence, and relevance,
- 4) SUMMARIZE and APPRAISE different interpretations of events and evidence in order to CONSTRUCT their own interpretations,
- 5) CREATE well-supported historical arguments and narratives that demonstrate awareness of audience,
- 6) APPLY historical knowledge and historical thinking in order to suggest what motives and ideas drive past and present human behavior,
- 7) DEMONSTRATE in discussion and written work an understanding of different peoples and cultures, as well as recognition of the diversity of human experience, including ethnicity, race, gender, language, and political, economic, and social structures over time and space.

Learning Activities

We will pursue these objectives with a variety of learning activities:

- textbook and primary source reading,
- informal lectures during which we will together construct the definitions of key terms and evidence for interpretations of historical events,
- active learning sessions incorporating discussion, collaborative work, and primary source analysis,
- short answer (1 paragraph) identification assignments, and
- 2-3 page question response assignments.

Short answer and question response assignments will provide practice and a study guide for mid-term and final exams containing short answer identification and essay question elements.

Grading

<u>Grading Elements</u>	<u>Value</u>	<u>Points</u>
Attendance/Preparation	15%	150
Short Answer assignments (8)	10%	100
Response assignments (6)	30%	300
Active Learning Sessions (7)	10%	100
Mid-term Exam	15%	150
Final Exam	20%	200

Total		1000

Grading Scale

A	930-1000pts
A-	900-929
B+	870-899
B	830-869
B-	800-829
C+	770-799
C	715-769
D+	670-714
D	630-669
D-	600-629
F	0-599

Attendance/Preparation: I have included a lot of classroom active learning in the design of the course, and you will more be successful if you attend class regularly and come prepared. Class preparation includes having done the reading, completed any written assignment due that day, and reflected on questions or prompts that I might have given in advance. Attendance and preparation is 15% of the course grade, and I expect you to attend every class meeting. However, I realize that “life happens”. You can miss up to two (2) course meetings without losing credit for attendance; after that each absence will reduce your attendance score by 3 (3/10 of a percent) of the 150 points allotted.

Late Assignments: I do not deduct points for late assignments. I would rather have you take an extra day to complete an assignment, than have you rush and turn in something that is not your best work. ***If you***

turn in assignments on the original due date, I will grade and return them with feedback by the next class session. You will then have 1 week to revise and resubmit if you like. If you turn in an assignment after the due date, you will not have the option to revise and resubmit. I will **only accept late assignments up to 1 week after the original due date.** Assignments submitted more than 1 week after the due date will earn no credit.

Short Answer and Response Assignment Formatting:

- Use a word processor and computer printer for the submitted version.
- Use a 12-point font.
- Use 1" margins top, bottom, and both sides of the page.
- Include the page number in the bottom center of the page (all pages).
- Type your name, the course and section number, and the date submitted on three lines in the upper left or upper right of the 1st page.
- Skip a line, and type the writing prompt (identification or question) that you are responding to on the next line.
- Skip another line and begin your response.
- You should use an academic writing style in your short answers and responses, including but not limited to: full sentences, multiple paragraphs where appropriate, a logical organization of the points you make, transitions and signposts to guide the reader as needed.
- These are not research papers, but when you include an example or quote from the textbook or primary source readings, use an in-line citation such as "*(Making of the West, p. 521)*" or "*(Bossuet, p. 7)*" to specify the source and location.

Exams: The mid-term and final exams will include short-answer identification and question response items (like the weekly written assignments). I will draw the short-answer identification items from the list of 100 persons, events, movements, and trends distributed at the start of the semester. I will draw the question response items for the mid-term from the first half of the course, for the final exam from the second half of the course plus a question that covers the whole of the course.

You need to make every effort to take the mid-term and final exams at their originally scheduled times. Nonetheless, I recognize that life happens. Contact me as soon as you can before an exam to notify me that you cannot attend and why. This includes transportation problems the day of the exam. E-mail or phone messages are the best ways to notify me. Even if I do not answer immediately, your notification is time-stamped. We will together arrange a time for a make-up exam at the earliest convenient time, that same day if possible. There is only a short window after an originally scheduled exam when it is feasible to schedule a make-up.

Policies

I try to adhere to all the published policies of the University of New Mexico regarding instruction, faculty conduct and student conduct. This includes policies on accommodations for students who have disclosed a disability to the school, academic dishonesty and campus policy regarding sexual misconduct. University policies are published at: <https://policy.unm.edu/university-policies/>.

I want particularly to highlight the university's policy regarding sexual misconduct. In an effort to meet the university's obligations under Title IX, UNM faculty, teaching assistants, and graduate assistants are considered responsible employees. This designation requires that any report to a faculty member, teaching assistant, or graduate assistant regarding sexual misconduct or gender discrimination must be reported to the university's Office of Equal Opportunity and Title IX Coordinator. For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Academic Honesty: It is important to your success in this class that the work you submit is your own. When you incorporate the words or opinions of others in your work, it is important you acknowledge the borrowing and provide citation information that enables the reader to find your source. Using the words or work of another, in whole or in part, without acknowledgement is plagiarism. Instances of plagiarism will result in a grade of 0 on the assignment. A second instance of plagiarism will result in a failing grade for the course. The university's policy regarding academic honesty can be found at: <https://policy.unm.edu/regents-policies/section-4/4-8.html>.

Classroom Conduct: You need to feel free to contribute to discussions and other activities, and to encourage this everyone needs to treat their classmates with respect. Wait for others to finish speaking before responding. I encourage you to disagree with me, with the textbook, with each other, but do so with respect. For example, express disagreement with the claim someone has made by saying something like "I disagree with that, because", and continue by stating why you disagree and presenting some supporting evidence for your position. (That is, express your disagreement with what the person has said, not with the person.)

Electronic Devices: I allow laptops, tablets, or phones in the classroom. I do not expect you to be checking them every few minutes, but we will use them occasionally to look up information during discussion. Silence your devices before class begins. Sit in the last occupied row students if you are taking notes on a tablet or laptop, so there is less chance your screen will distract others. Think of my policy on electronic devices as an extension of classroom conduct – respect others in the classroom.

Course Materials

REQUIRED:

- *The Making of the West: Peoples and Cultures, volume II: Since 1500 (Value Edition)*. Fifth Edition. Hunt, Martin, Rosenwein and Smith. Boston: Bedford/St. Martin's.
- Primary source readings posted online.

OPTIONAL:

- European Civilization, 1648-1945. John Merriman. Open Yale Courses. The recorded lectures on the "Sessions" tab at <https://oyc.yale.edu/history/hist-202>.

Course Schedule

Week 1

Review Chapters 14 and 15 in *Making of the West*

Read Chapter 16, "Absolutism, Constitutionalism, and the Search for Order, 1640-1700", in *Making of the West*

Read Week 1 primary source readings online: J. B. Bossuet on the theory of absolutism and Louis XIV's *Letter to His Heirs*.

January 14: a) syllabus and policies, b) Why 1648?: Europe in 1648 – A New "West" and the World

January 16: Active learning session: Sources - the Historian's Raw Material (primary and secondary sources, and how historians use them)

Week 2

Read Chapter 17, "The Atlantic System and Its Consequences, 1700-1750", in *Making of the West*.

Read Week 2 primary source readings online:

January 21: Martin Luther King Holiday (campus closed, no class)

January 23: Submit 1 paragraph short answer to your choice of 3 writing prompts

January 23: The Atlantic World in the Early 18th Century

Week 3

Read Chapter 15, "Wars of Religion and the Clash of Worldviews", section "The Rise of Science and a Scientific Worldview", in *Making of the West*.

Review Chapter 16, "Absolutism, Constitutionalism, and the Search for Order", section "Social Contract Theory: Hobbes and Locke", in *Making of the West*.

Read Chapter 18, "The Promise of Enlightenment, 1750-1789", in *Making of the West*.

Read Week 3 primary source readings online:

January 28: The Eighteenth Century Enlightenment

January 30: Submit 2-3 page response to your choice of 3 writing prompts
January 30: The “Ancien Régime” and the Coming of the French Revolution

Week 4

Read Chapter 19, “The Cataclysm of Revolution, 1789-1799”, in *Making of the West*.
Read Week 4 primary source readings online:

February 4: Revolutionary France and Reactionary Europe

February 6: Submit 1 paragraph short answer to your choice of 3 writing prompts
February 6: Active learning session: discussion, collaborative work, primary source analysis

Week 5

Read Chapter 20, “Napoleon and the Revolutionary Legacy, 1800-1830”, in *Making of the West*.
Read Week 5 primary source readings online:

February 11: The Revolutionary Wars and the Era of Restoration

February 13: Submit 2-3 page response to your choice of 3 writing prompts
February 13: The Industrial Revolution in England: Economy and Society

Week 6

Read Chapter 21, “Industrialization and Social Ferment, 1830-1850”, in *Making of the West*.
Read Week 6 primary source readings online:

February 18: Change and Nostalgia: Romanticism in Music, Art and Literature; Nineteenth-Century Political Liberalism and the Revolutions of 1848

February 20: Submit 1 paragraph short answer to your choice of 3 writing prompts
February 20: Active learning session: discussion, collaborative work, primary source analysis

Week 7

Read Chapter 22, “Politics and the Culture of the Nation State, 1850-1870”, in *Making of the West*.

Read Week 7 primary source readings online:

February 25: The Second Industrial Revolution: Financial Capitalism and Continental Industrialization; Socialism and Marxism as Responses to Industrial Economy and Society

February 27: Submit 2-3 page response to your choice of 3 writing prompts
February 27: Late Nineteenth-Century Society and Culture: Mass Culture, Democracy and Nationalism; German and Italian Unification

Week 8

Read Chapter 23, "Empire, Industry, and Everyday Life, 1870-1890", in *Making of the West*.

Read Week 8 primary source readings online:

March 4: Submit 1 paragraph short answer to your choice of 3 writing prompts

March 4: Active learning session: discussion, collaborative work, primary source analysis

March 6: Mid-term exam

Week 9

March 11 and March 13: Spring Break – No Classes

Week 10

Read Chapter 24, "Modernity and the Road to War, 1890-1914", in *Making of the West*.

Read Week 10 primary source readings online:

March 18: Power and Empire in the Late-Nineteenth Century: an Economic Model of Imperialism

March 20: Submit 1 paragraph short answer to your choice of 3 writing prompts

March 20: The Consciousness of Society: Darwin, Freud, and Comte

Week 11

Read Chapter 25, "World War I and Its Aftermath, 1914-1929", in *Making of the West*.

Read Week 11 primary source readings online:

March 25: The General Crisis of the 20th Century I: The First World War – Causes, Course and Consequences

March 27: Submit 2-3 page response to your choice of 3 writing prompts

March 27: Active learning session: discussion, collaborative work, primary source analysis

Week 12

Read Chapter 26, "The Great Depression and World War II, 1929-1945", in *Making of the West*.

Read Week 12 primary source readings online:

April 1: Modernism in Art and Literature

April 3: Submit 1 paragraph response to your choice of 3 writing prompts

April 3: The General Crisis of the 20th Century II: Fascism, the Great Depression, and the Second World War

Week 13

Read Chapter 27, “The Cold War and the Remaking of Europe, 1945-1960s”, in *Making of the West*.

Read Week 13 primary source readings online:

April 8: The United Nations, NATO, and the Cold War

April 10: Submit 2-3 page response to your choice of 3 writing prompts

April 10: Active learning session: discussion, collaborative work, primary source analysis

Week 14

Read Chapter 28, “Post Industrial Society and the End of the Cold War Order, 1960s-1989”, in *Making of the West*.

Read Week 14 primary source readings online:

April 15: The European Community: From Economic Union to Political Federation

April 17: Submit 1 paragraph response to your choice of 3 writing prompts

April 17: National Liberation: From Colonies to Non-Aligned Nations; Social Liberation in the 1960s and 1970s

Week 15

Read Chapter 29, “A New Globalism, 1989 to the Present”, in *Making of the West*.

Read Week 15 primary source readings online:

April 22: Human and Civil Rights as Modern Western Value and Policy

April 21: Submit 2-3 page response to your choice of 3 writing prompts

April 21: Active learning session: discussion, collaborative work, primary source analysis

Week 16

Read Epilogue, “The Making of the West Continues in the Digital Age”, in *Making of the West*.

Read Week 16 primary source readings online:

April 29: Globalism, Nationalism and Populism in the 21st Century West

May 1: Submit 1 paragraph response to your choice of 3 writing prompts

May 1: exam review

Week 17

May 4 and May 6: Final Exam Week