

Syllabus
Summer 2019 - HIST 102 501
Western Civilization post 1648

Meeting times: MW, 12:00-2:45PM

Location: room A131

Instructor: John A. Bollweg
Office: Administration Building 123

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

Office Hours: Monday, 3:00-4:00 PM, Wednesday, 10:45-11:45 AM, and by appointment

Course Overview

This course is a chronological treatment of the history of the western world from the early modern era to the present. The elements of this course are designed to inform students on the major events and trends that are essential in the understanding of the development of western civilization within the context of world societies. Selective attention will be given to "non-western" civilizations which impact and influence the development of "western" civilization.

The themes we will explore in the course include:

- 1) THE STATE AND POLITICS.
 - a. The development of the centralizing "state" and the emergence of the "nation-state", including its claims over many areas of people's lives and its scope of services
 - b. The development of modern concepts of government, politics, and rights, as well as related conflicts over who defines and who has rights
- 2) SCIENCE AND SOCIAL SCIENCE.
 - a. The development of modern science, its applications to technology and the economy, and its effects on social thought
- 3) ECONOMY AND SOCIETY.
 - a. The development of industrial and financial capitalism, with the creation of new social classes and a steady development of "globalization"
- 4) INTELLECTUAL/POLITICAL/SOCIAL MOVEMENTS (-ISMS).
 - a. 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

Course Learning Outcomes or Objectives

The course learning outcomes or objectives for HIST 102, as approved by the New Mexico Higher Education Department, are:

1. Students will be able to EXPLAIN in their work how humans in the past shaped their own unique historical moments and were shaped by those moments, and how those cultures changed over the course of the centuries for the history of the western world from the early modern era to the present.

2. Students will DISTINGUISH between primary and secondary sources, IDENTIFY and EVALUATE evidence and EMPATHIZE with people in their historical context.
3. Students will SUMMARIZE and APPRAISE different historical interpretations and evidence in order to CONSTRUCT past events.
4. Students will IDENTIFY historical arguments in a variety of sources and EXPLAIN how they were constructed, EVALUATING credibility, perspective, and relevance.
5. Students will CREATE well-supported historical arguments and narratives that demonstrate an awareness of audience.
6. Students will APPLY historical knowledge and historical thinking “in order to infer what drives and motivates human behavior in both past and present.”

Learning Activities

We will pursue the course learning outcomes through a variety of learning activities:

- textbook and primary source reading,
- guided reading exercises and study questions,
- online discussion posts,
- 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,
- responses to weekly questions for reflection,
- a final paper on a historical question of your choice,
- and preparatory activities to help you develop your final paper.

Grading

<u>Grading Elements</u>	<u>Value</u>	<u>Points</u>
Class Attendance (16)	16%	160
Class Preparation (15)	15%	150
Class Participation (16)	16%	160
Questions for Reflection (8)	08%	080

		550 points
Final Paper Elements		
Research Question	05%	050
Secondary Source Bibliog.	10%	100
Primary Source Bibliog.	10%	100
First Draft	15%	150
Final Draft	15%	150

		550 points

Total		1100 points

There are 1100 points available in the course, but the grading scale is based on 1000 points. The idea is that everyone will have 100 points of extra credit available during the term, to account for unavoidable absences and the like.

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

Preparation/Attendance/Participation: Class preparation, attendance and participation together account for 470 possible points, almost half the course grade. Because this is a summer class, it moves quickly and it is important to attend each class meeting. By preparing for class, you will be ready to participate more often in class. To prepare for class: read the assigned textbook chapter, complete and submit the guided reading exercise, read the assigned primary source(s), complete and submit responses to the primary source study questions, and post responses to the pre-class discussion thread. I will provide more detail on these assignments in the section on each class meeting.

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. However, you only have 1 week past the due date to turn in a late assignment. Assignments turned in more than 1 week late will receive no credit. This policy only applies to the Final Paper assignment and its various elements. Guided reading exercises, primary source study questions, and pre-class discussion posts must be submitted before the relevant class meeting.

Final Paper Assignment

There are no exams in this course. You will instead show your understanding of historical thinking and ability to integrate the material covered in this course with other information through the development of a paper on a historical question of your choice. This assignment has 5 parts that are due throughout the semester:

- June 12: Statement of Your Research Question
- June 26: Annotated Secondary Source Bibliography
- July 03: Annotated Primary Source Bibliography
- July 15: First or Rough Draft
- July 26: Final Draft

We will discuss each of these elements in more detail during the week before they are due.

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 of 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.
- Online through LaunchPad: *Sources of The Making of the West: Peoples and Cultures, volume II: Since 1500*. Katharine J. Lualdi. (A LaunchPad access code should be included with the paperback copy of the Value Edition of *The Making of the West*.)
- Spiral notebook or other means to keep together and share in-class writing.

LaunchPad URL for this course: <http://www.macmillanhighered.com/launchpad/hunt5e/10815152>

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

Day 1

June 3: **Course Introduction** – Syllabus, policies, course assignments.

Day 2

June 5: **Why 1648? Europe on the Verge**

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

Complete and submit the Chapter 16 Guided Reading Exercise through Blackboard

Read assigned Chapter 16 primary sources in the LaunchPad classroom: “Civil War and Social Contract: Thomas Hobbes, *Leviathan* (1651)”, and “The Consent of the Governed: John Locke, *The Second Treatise of Government* (1690)”, in *Sources of the Making of the West*.

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

June 7: **Submit** response to weekly question for reflection through Blackboard

Day 3

June 10: **The Impact of the Atlantic and World System on European Society**

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

Complete and submit the Chapter 17 Guided Reading Exercise through Blackboard

Read assigned Chapter 17 primary sources in the LaunchPad classroom: “Captivity and Enslavement: Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano Written by Himself* (1789)”, and “Early Enlightenment: Voltaire, *Letters Concerning the English Nation* (1733)”

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

Day 4

June 12: **Enlightenment Ideas and New Models of Public Life**

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

Complete and submit the Chapter 18 Guided Reading Exercise through Blackboard

Read assigned Chapter 18 primary sources in the LaunchPad classroom: “An Enlightened Worker: Jacques-Louis Ménétra, *Journal of My Life* (1764–1802)”, “Reforming the Law: Cesare Beccaria, *On Crimes and Punishments* (1764)”, and “Reforming Commerce: Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (1776)”

Complete and submit the primary source study questions through LaunchPad
Post a response to the pre-class discussion board

June 12: **Submit** your research question for your final paper through Blackboard. (Be prepared to share your question and initial thoughts on the topic in class.)

June 14: **Submit** response to weekly question for reflection through Blackboard

Day 5

June 17: **The French Revolution**

Read Chapter 19, "The Cataclysm of Revolution, 1789-1799", in *Making of the West*.

Complete and submit the Chapter 19 Guided Reading Exercise through Blackboard

Read assigned Chapter 19 primary sources in the LaunchPad classroom: "Defining the Nation: Abbé Sieyès, *What Is the Third Estate?* (1789)", "Establishing Rights: National Assembly, *The Declaration of the Rights of Man and of the Citizen* (1789)", and "A Call for Women's Inclusion: Olympe de Gouges, *Declaration of the Rights of Woman* (1791)"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

Day 6

June 19: **The Legacy of the French Revolution**

Read Chapter 20, "Napoleon and the Revolutionary Legacy, 1800-1830", in *Making of the West*.

Complete and submit the Chapter 20 Guided Reading Exercise through Blackboard

Read assigned Chapter 20 primary sources in the LaunchPad classroom: "The Conservative Order: Prince Klemens von Metternich, *Results of the Congress at Laybach* (1821)", and "Challenge to Autocracy: Peter Kakhovsky, *The Decembrist Insurrection in Russia* (1825)"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

June 21: **Submit** response to weekly question for reflection through Blackboard

Day 7

June 24: **The Social, Cultural, and Political Impact of the Industrial Revolution**

Read Chapter 21, "Industrialization and Social Ferment, 1830-1850", in *Making of the West*.

Complete and submit the Chapter 21 Guided Reading Exercise through Blackboard

Read assigned Chapter 21 primary sources in the LaunchPad classroom: "Establishing New Work Habits: Factory Rules in Berlin (1844)", "New Rules for the Middle Class: Sarah Stickney Ellis, *Characteristics of the Women of England* (1839)", and "Demanding Political Freedom: *Address by the Hungarian Parliament* (March 14, 1848) and *Demands of the Hungarian People* (March 15, 1848)"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

Day 8June 26: **Nationalism, Unification, and Politics**

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

Complete and submit the Chapter 22 Guided Reading Exercise through Blackboard

Read assigned Chapter 22 primary sources in the LaunchPad classroom: "Realpolitik and Otto von Bismarck: Rudolf von Ihering, *Two Letters* (1866)", "Social Evolution: Herbert Spencer, *Progress: Its Law and Cause* (1857)", and "The Science of Man: Charles Darwin, *The Descent of Man* (1871)"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

June 26: **Submit** your list of secondary source references, with annotations, through Blackboard. (Be prepared to discuss your list in class.)

June 28: **Submit** response to weekly question for reflection through Blackboard

Day 9July 1: **Imperialism, Mass Politics, and New Science**

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

Complete and submit the Chapter 23 Guided Reading Exercise through Blackboard

Read assigned Chapter 23 primary sources in the LaunchPad classroom: "Resisting Imperialism: Ndansi Kumalo, *His Story* (1890s)", and "Global Competition: Ernest Edwin Williams, *Made in Germany* (1896)"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

Day 10July 3: **The Coming of the First World War**

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

Complete and submit the Chapter 24 Guided Reading Exercise through Blackboard

Read assigned Chapter 24 primary sources in the LaunchPad classroom: "Tapping the Human Psyche: Sigmund Freud, *The Interpretation of Dreams* (1900)", and "Exalting War: Heinrich von Treitschke, *Place of Warfare in the State* (1897-1898) and Henri Massis and Alfred de Tarde, *The Young People of Today* (1912)"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

July 3: **Submit** your list of primary source references, with annotations, through Blackboard. (Be prepared to discuss your list in class.)

July 5: **Submit** response to weekly question for reflection through Blackboard

Day 11

July 8: **The First World War and Its Aftermath**

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

Complete and submit the Chapter 25 Guided Reading Exercise through Blackboard

Read assigned Chapter 25 primary sources in the LaunchPad classroom: "The Horrors of War: Fritz Franke and Siegfried Sassoon, *Two Soldiers' Views (1914–1918)*", "Mobilizing for Total War: L. Doriat, *Women on the Home Front (1917)*", and "Establishing Fascism in Italy: Benito Mussolini, *The Doctrine of Fascism (1932)*"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

Week 12

July 10: **Fascism, Totalitarianism, and the Second World War**

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

Complete and submit the Chapter 26 Guided Reading Exercise through Blackboard

Read assigned Chapter 26 primary sources in the LaunchPad classroom: "Socialist Nationalism: Joseph Goebbels, *Nazi Propaganda Pamphlet (1930)* ", and "Seeking a Diplomatic Solution: Neville Chamberlain, *Speech on the Munich Crisis (1938)*"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

July 12: **Submit** response to weekly question for reflection through Blackboard

Day 13

July 15: **Cold War Politics and Culture**

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

Complete and submit the Chapter 27 Guided Reading Exercise through Blackboard

Read assigned Chapter 27 primary sources in the LaunchPad classroom: "Stalin and the Western Threat: *The Formation of the Communist Information Bureau (Cominform) (1947)*", and "The Condition of Modern Women: Simone de Beauvoir, *The Second Sex (1949)*"

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

July 15: **Submit** the first draft of your final paper through Blackboard. (I expect this to be a rough draft. Formatting is not as important as getting your basic ideas on paper. Please indicate your sources for quotes and for ideas drawn from your secondary and primary

sources, but perfectly formatted notes are not necessary. Again, the goal is getting your ideas out, not polishing the draft.)

Day 14

July 17: **A Post Industrial Revolution and a New World Order**

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

Complete and submit the Chapter 28 Guided Reading Exercise through Blackboard

Read assigned Chapter 28 primary sources in the LaunchPad classroom: “A Revolutionary Time: *Student Voices of Protest* (1968)”, and “Debating Change in the Soviet Union: *Glasnost and the Soviet Press* (1988)”

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

July 19: **Submit** response to weekly question for reflection through Blackboard

Day 15

July 22: **Globalization, Globalism, and the New Populism**

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

Complete and submit the Chapter 29 Guided Reading Exercise through Blackboard

Read assigned Chapter 29 primary sources in the LaunchPad classroom: “Addressing Climate Change in the Eurozone: The European Commission’s *Energy Roadmap 2050* (2011)”, “China in the Global Age: Chinese Olympic Committee, *Announcements on Preparations for the 2008 Summer Olympic Games* (2004–2007)”, and “The Post-9/11 Era: Amartya Sen, *A World Not Neatly Divided* (November 23, 2001)”

Complete and submit the primary source study questions through LaunchPad

Post a response to the pre-class discussion board

Day 16

July 24: **What Is the West in the Digital Age?**

July 24: **Submit** the final draft of your paper. (Be prepared to discuss your findings in class.)

July 26: **Submit** response to weekly question for reflection through Blackboard