COURSE DESCRIPTION

This course is a broad overview of Western Civilization since the 1700s, predominantly though not exclusively in Europe. Western Civilization has traditionally meant a history of Western Europe (United Kingdom, France, and Germany). To understand both the promises and contradictions of Western Civilization, we will learn about more than just Western Europe: from the Austro-Hungarian Empire and the societies of its twentieth-century successor states to European colonies in the Caribbean and Africa. Traditional narratives of Western Civilization have also focused on elite actors and the progress of scientific and technological solutions for social problems. The main thematic focus of this class will explore how ordinary people contributed to and experienced categories of cultural and political identities such as ethnicity, race, gender, and class. We will look at how Europeans developed narratives of “civilized” and “civilizers,” how conflicts within Europe challenged these narratives, and how migration in and out of Europe shaped images of Europeanness in the modern world.

LEARNING GOALS

- Develop skills for reading and analyzing primary sources
- Identify and interpret historical events, ideas, and change over time
- Communicate orally and through writing key historical themes and arguments
- Connect the history of Modern Europe with other regions of the world

GRADING

Assignments are graded based on points (see below). Map Quizzes are held at the beginning of the class session. They will contain three short parts: 1) map identifications, 2) map interpretation, and 3) one short answer question on primary source readings. The map identification and interpretation questions will come from material covered during the previous class lectures, and the question on primary source reading will cover material from the current class. The Primary Source Annotations are short (500-word) written assignments in which you will provide a brief historical background and analysis of a primary source of your choosing from the readings list. An example of this plus a grading rubric will be demonstrated in week 3. The first annotation will be based on a document provided by the instructor. The second annotation assignment will be based on one of the primary sources from the course readings selected individually by students. Ideally, students will each pick a different primary source, with no more than two students per source. This assignment will form the basis for your final oral presentation. Primary Source Presentations will be held on the last week of class (before the final exam during the second half of class). These will be a way to practice presentation skills and serve as review of the course material before the final exam.
is in week 7. The first half of week 7’s class will be a short lecture and review. Exam 2 is in the final exam week. The second exam is cumulative. Participation is graded half based on attendance and half on active participation during discussions and group work. Active participation can seem subjective, so rather than creating a checklist for what counts as participation, you will be expected to ask/answer more than just basic yes/no questions voluntarily and when called upon.

Points per assignment: 1000 total points
100 – 5 map quizzes, 20 points each (10%)
100 – Primary source annotation #1 (10%)
100 – Primary source annotation #2 (10%)
100 – Primary source presentation (10%)
200 – Exam 1 (20%)
200 – Exam 2 (20%)
200 – Participation (20%)

Letter grade scaling:
A: 900-1000 points (90-100%)
B+: 870-899 points (87-89.9%)
B: 800-869 points (80-86.9%)
C+: 770-799 points (77-79.9%)
C: 700-769 points (70-76.9%)
D: 600-699 points (60-69.9%)
F: 000-599 points (00-59.9%)

ATTENDANCE

Attendance is required and will be taken at the beginning of class. Attendance is crucial to meeting other course requirements.

Recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions. Please notify the instructor in advance of absences to coordinate making up missed assignments.

Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

COURSE MATERIALS

All course readings will be available online through Canvas. Many readings can also be found on websites through hyperlinks on the schedule below. This course has no textbook, though you are encouraged consult the following textbooks. For the first half of the semester: Hannu Salmi, Nineteenth-Century Europe: A Cultural History (Cambridge: Polity, 2008). For the second half of the semester: Bonnie G. Smith, Europe in the Contemporary World, 1900 to the Present: A Narrative History with Documents, 2nd edition (London: Bloomsbury Academic, 2021).

ACADEMIC INTEGRITY
You must follow the University’s guidelines on academic integrity. As is required by the department, all students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment.” Papers will be uploaded on blackboard and reviewed by turnitin.com, which will flag any possible instances of plagiarism. (We will review the definition of plagiarism before the first essay.) Assignments that are found to be counter to the honor code will receive a grade of 0.

Review the university’s policy on academic integrity here: http://academicintegrity.rutgers.edu/home-2/newbrunswick/academic-integrity-policy/

CLASSROOM STANDARDS

Please respect your fellow students by arriving on time, staying engaged in the class, not causing distractions, and refraining from phone/computer use for non-class purposes.

This class and university support diversity of identities, backgrounds, experiences, and thoughts. Please let me know if you use a name and/or pronouns that differ from your official university record. If anything said during class or in the readings makes you feel personally uncomfortable, please contact me.

With this in mind, some of the events and subjects in this class deal with physical, sexual, and emotional violence, as well as historical concepts of racism, misogyny, anti-Semitism, and other forms of bigotry. Please contact me if you believe any of the topics that we discuss will be triggering so we can create positive accommodations.

ACCOMMODATION AND SUPPORT STATEMENT

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs,
concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN- TAO.

For emergencies: call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.

THE WRITING CENTER

The Writing Center (http://www.ncas.rutgers.edu/writingcenter) offers writing tutoring and writing workshops to all undergraduate students currently enrolled in Rutgers-Newark. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Writing Center services are free for students.

TECHNOLOGY RESOURCES

Rutgers has created a page that helps you find student support, resources, and computer recommendations. https://runit.rutgers.edu/technology-launch-. If you have unresolved technology questions, please contact OIT-Newark Help. Support is available via phone, web, or email. https://runit.rutgers.edu/hd/.
<table>
<thead>
<tr>
<th>Class // Week</th>
<th>Topic</th>
<th>Primary Source Readings (short)</th>
<th>Assignment</th>
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</table>
| 1 Jan. 16    | Introduction – Enlightenment and Revolutions | - Immanuel Kant: “What is Enlightenment?” 1784  
- Declaration of the Rights of Man, 1789  
- Marie-Olympe de Gouges, The Rights of Woman, 1791  
- The Haitian Declaration of Independence, 1804 | Map Quiz 0 (practice) |
| 2 Jan. 23    | Liberalism and Industrialization | - Andrew Ure: “The Philosophy of Manufactures,” 1835  
- Rules of a Berlin Factory, 1844  
- J.S. Mill: Excerpts from On Liberty, 1859 | Map Quiz 1 |
| 3 Jan. 30    | 1848 Revolutions | - 12 Points of the Hungarian Revolution and Sándor Petőfi’s “National Song,” 1848  
- Friedrich Engels: Draft of a Communist Confession of Faith, 1848  
- Giuseppe Mazzini: On Nationality, 1852  
- Ernst Renan: What is a Nation, 1882 |  |
| 4 Feb. 06    | Imperialism | - The Coolie and Slave-Trade, Dispatch From Lord John Russell, 1860  
- Dadabhai Naoroji, Benefits and Detriments of British Rule, 1871  
- Jules Ferry: On French Colonial Expansion, 1884  
- Lothar von Trotha: Proclamation to the Herero People, 1904 | Map Quiz 2 |
- The Panic in Vienna (Pall Mall Gazette), 1873 – see Canvas site  
- US Consulate in Budapest, Report on the nature of emigrants from Hungary, 1886 – see Canvas | Map Quiz 3 |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Primary Source Annotation #1</th>
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</table>
| Feb 20     | Mass Politics I: Rights and Suffrage | - August Bebel: *On Homosexuality and the Penal Code*, 1898  
|            |                            | - Rosa Luxemburg: *The Dreyfus Affair and the Millerand Case*, 1899  
|            |                            | - Clara Zetkin: *For Adult Suffrage* and *German Socialist Women’s Movement*, 1909  
|            |                            | - Emmeline Pankhurst: *My Own Story*, 1914 – see Canvas site |
| Feb 27     | Half session 1: World War I  
|            |                            | - L. Doriat: *Women on the Home Front*, 1917 |
| Mar 05     | Mass Politics II: Fascism, Communism | - *Nazi Party Program*, 1920  
|            |                            | - Benito Mussolini: *What is Fascism*, 1932 |
| Mar 19     | The Holocaust and Human Rights | - *Nuremberg Laws*, 1935  
|            |                            | - Rudolf Vbra and Alfred Weczler: Auschwitz Observed, 1944 – see Canvas site  
|            |                            | - Nuremberg Trial Proceedings Vol. 1 Indictment: *Count Four, Crimes Against Humanity*, 1945  
|            |                            | - UN: *Universal Declaration of Human Rights*, 1948 |
|            |                            | - *All-African People's Conference Resolution on Imperialism and Colonialism*, Accra, December 5-13, 1958  
|            |                            | - Frantz Fanon: *The Wretched of the Earth*, excerpts 1961 – see Canvas site  
<p>|            |                            | - Abena Adomako, “Mother: Afro-German, Father: Ghanaian,” memoir excerpts, 1986 – see Canvas site |
|            |                            | - Time article: <em>RUSSIA: Paradise by 1956</em>, Nov. 1953 |
|            |                            | Exam 1 |
|            |                            | Map Quiz 4 |
|            |                            | Map Quiz 5 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 02</td>
<td>- Strictly Confidential Intelligence Paper on Berlin received from the West German Govt., Dec. 1961 - Jakub Berman: The Case for Stalinism (interview, 1980) – see Canvas site</td>
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<tr>
<td>13 Apr. 16</td>
<td>European Union</td>
<td>- Mikhail Gorbachev: A Common European Home, 1989 – see Canvas site - Zhelyu Zhelev: Esteemed Compatriots, 1993 – see Canvas site - Hakim Bello: I was a Lampedusa Refugee, 2015 – see Canvas site - Viktor Orbán: Speech at the 29th Bálványos Summer Open University, 2018 – see Canvas site</td>
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<tr>
<td>14 Apr. 23</td>
<td>Final presentations &amp; review</td>
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<td>May 7</td>
<td>Exam 6:20 pm – 9:20 pm</td>
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