

WESTERN CIVILIZATION II

Spring 2015
21:510:354
Monday, 2:30-3:50 PM
Wednesday, 1:00-2:20 PM
242 Smith Hall

Instructor: Molly Giblin
Office Hours: 326 Conklin Hall
Wednesday 10:00 AM - 12:00 PM
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COURSE DESCRIPTION

This course will introduce students to the Western civilization from the eighteenth century to the present, focusing on such themes as war and revolution, nationalism, social change, gender roles and the struggle for gender equality, colonialism and decolonization, and post-colonial national reorganization. We will examine the development of the West not only as a geographical space, but also as a set of identities, ideological constructions, and political formations, beginning with the Enlightenment and ending with contemporary challenges to the role of the West in the world. As we tackle these topics, we will also learn to operate as historians, reading and analyzing primary source documents and relating them to historical events, ways of thinking, and change over time.

Students will develop their analytical skills in written assignments and class discussions by identifying the course readings' main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

Learning Goals

1. Students will develop an understanding of key events, cultural trends, ideas, and figures that have shaped the construction of what we call “the West” – Europe and North America. We will work comparatively, considering histories of different regions in dialogue with one another.
2. Students will understand Western civilization in global context. During the period covered by this class (1750 to the present), the relationship between Europe and the world witnessed major transformations. In order to understand these historical dynamics, students will explore the changes that affected societies globally, including colonialism, imperialism, industrialization, and the rise of nation-state. We will inspect the economic, social, and cultural forces that shaped such changes, and consider the human costs and consequences of globalization, both historically and in our own world. Students will thus learn to situate contemporary issues in longer historical trajectories, from the Enlightenment to the present.
3. Students will learn to be historians. We will read and critically analyze historical documents – what we call primary source material – including memoirs, philosophical texts, propaganda and prescriptive literature, novels, music, films, and art. As we analyze each source, we will think about its historical context, intended audience, and politics of the text (why it was written, as well as the possible social and ideological investments of the author). We will learn to interpret historical material, and think about how to use it as evidence when we produce our own historical arguments.

Course Structure

We meet twice a week for one hour and twenty minutes. We have a very limited time to get through a great deal of material, and it is therefore very important that you attend every class. I will take attendance in each class, and I will also introduce terms and ideas that will not be in the reading but will appear on the midterm and final exams. If you must be absent, please contact me immediately. Each unexcused absence will lower your participation grade by two points. You may not pass the class after six unexcused absences, or eight absences of any kind.

Assignments include **midterm** and **final exams**, **five short papers** (two-page response papers on five sets of primary documents, of your choice) a seven-to-ten-page thematic **primary source analysis** (detailed guidelines will be distributed and discussed in class), and five "**pop evaluations**" - quizzes, one-minute essays, in-class projects or brief homework assignments given at my discretion. They will not be announced in advance and cannot be made up, so please come to class prepared, having completed that day's reading.

Grades are based on points, not percentages, so your progress in the class should be easy to calculate. For instance, if you come to every class, you will be given ten points for attendance. The grading breakdown is as follows:

10 points: Participation
10 points: Pop Evaluations
20 points: Short Papers
20 points: Primary Source Analysis
20 points: Midterm exam
20 points: Final exam
100 (total)

COURSE READINGS

Weekly reading assignments will usually include two or three components: a selection from the textbook, excerpts of primary sources, short films, and images. The primary sources can be found in the Lualdi sourcebook (below). Other items will be available on Blackboard, noted as [B] under each date's reading. **ALL READINGS LISTED ON THE SYLLABUS ARE REQUIRED.**

Both the textbook and novel will be available on library reserve and at the Campus Bookstore. You may also choose to buy or rent them from other sources, such as Amazon.com.

Required texts:

The textbook for this course is:

Lynn Hunt et al, *The Making of the West: Peoples and Cultures, Vol. 2: Since 1500*, **Fourth Edition**. Boston: Bedford/St. Martin's, 2012.

ISBN-10: 0312672713/ISBN-13: 978-0312672713

You must also use this sourcebook, which may be packaged with the textbook at a discount:

Katharine Lualdi, *Sources of The Making of the West: Peoples and Cultures, Vol. 2: Since 1500*, **Fourth Edition**. Boston: Bedford/St. Martin's, 2012.

ISBN-10: 0312576129/ISBN-13: 978-0312576127

This syllabus. Please read it fully before next class.

RULES AND EXPECTATIONS

Attendance

Attendance is mandatory. According to the Rutgers-Newark undergraduate catalog (http://catalogs.rutgers.edu/generated/nwk-ug_current/pg576.html) students may be excused from class due to “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.” If you intend to claim excused religious or extracurricular absences, you must inform me at the beginning of the semester. I will take attendance for every class, and deduct half of a point (0.5) from your participation grade for each unexcused absence. Six unexcused absences will result in an automatic failing grade. Students who miss eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course to avoid a failing grade. If you must miss class due to an emergency, please try to contact me in advance.

Classroom Etiquette

This class is both interactive and collaborative. In the interest of working productively as a community, we must all behave respectfully toward one another. Behavior that disrupts other students’ ability to learn is prohibited. This includes holding private conversations during lecture and discussion, using cell phones or computers *for any reason* (except with my explicit permission), working on material for other courses, and intimidating other students from participating in class. Likewise, arriving late and leaving early are distracting to your peers, and will impede your own learning opportunities. Disrupting the class will have a negative effect on your participation grade; frequent disrupters will receive a zero (0) for participation.

Assignments

Except in cases of emergency, and with my prior permission, I will not accept late assignments. You will have ample time to complete each assignment, with plenty of advance notice for deadlines. If you know that you will be busy at a certain point in the semester, you should work on your assignments earlier; you may hand them in before their due date.

Disabilities

Students with disabilities (including learning disabilities) should speak with Disability Services at the beginning of the semester to set up necessary accommodations.

Policy on Academic Integrity

Work that you submit must be your own, and quotations from other authors must be cited appropriately. If you copy the work of others without giving them appropriate credit, or attempt to disguise the ideas of others as your own, you are plagiarizing. Rutgers University takes cheating and plagiarism very seriously, and penalties for such offenses may include failure of the course, disciplinary probation, or expulsion from the University.

All students must sign the Rutgers Honor Code pledge. Every assignment must bear your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.”

You may only use the texts assigned in this class to complete your assignments, quizzes, and exams. You may not use Wikipedia and other Internet sources, for reasons we will discuss in

class. If you attempt to use such sources, and particularly if you pretend that the ideas contained in them are your own, you will not receive credit for the assignment.

SCHEDULE OF CLASSES

Wednesday, Jan. 21: Welcome to Western Civ. II

Introduction to the course: expectations, background, and syllabus

Monday, Jan. 26: The Beginnings of Enlightenment

Readings:

Textbook: Chapter 17, pages 576-583, and Chapter 18, 588-598

Sourcebook: 17.4, Voltaire, *Letters Concerning the English Nation* (1733)

17.5, Mary Astell, *Reflections upon Marriage* (1706)

Wednesday, Jan. 28: Enlightenment and Reform

Textbook: Chapter 18, 599-619

Sourcebook: 18.1, Jean-Jacques Rousseau, *Discourse on the Origin and Foundations of Inequality Among Men* (1753)

18.3, Cesare Beccaria, *On Crimes and Punishments* (1764)

18.5, Frederick II, *Political Testament* (1752)

Monday, Feb. 2: The Revolutionary Wave – America, France, and the Low Countries

Textbook: Chapter 19, 620-638

Sourcebook: 19.1, Abbé Sieyès, *What is the Third Estate?* (1789)

19.3, *Declaration of the Rights of Man and of the Citizen* (1789)

Wednesday, Feb. 4: Revolution Spreads

Textbook: Chapter 19, 638-650

Sourcebook: 19.4, Olympe de Gouges, *Declaration of the Rights of Woman* (1791)

19.5, Maximilien Robespierre, *Report on the Principles of Political Morality* (1794)

Monday, Feb. 9: The Revolutionary Legacy

Textbook: Chapter 20, 651-671, 675-682

Sourcebook: 20.1: Napoleon in Egypt: *The Chronicle of Abd al-Rahman al-Jabarti* (1798)

20.2 *Peter Kakhovsky, The Decembrist Insurrection in Russia* (1825)

Wednesday, Feb. 11: Romanticism

Textbook: Chapter 20, 672-675

Images and music (on Blackboard)

Sourcebook: 20.4, William Wordsworth, *Preface to Lyrical Ballads*

20.5, *Reviews of Beethoven's Words* (1799, 1812)

Monday, Feb. 16: Industrialization

Textbook: Chapter 21, 685-708

Sourcebook: 21.1, *Factory Rules in Berlin* (1844)
21.2, Sarah Stickney Ellis, *Characteristics of the Women of England* (1839)
21.3, *Testimony Gathered by Ashley's Mines Commission* (1842)

Wednesday, Feb. 18: The Revolutions of 1848

Textbook: Chapter 21, 709-718

Sourcebook: 21.4, Friedrich Engels, *Draft of a Communist Confession of Faith* (1847)
21.5, *Address by the Hungarian Parliament and Demands of the Hungarian People* (1848)

Monday, Feb. 23: Rise of the Nation-State

Textbook: Chapter 22, 721-748

Sourcebook: 22.2, Camillo di Cavour, *Letter to King Victor Emmanuel* (1858)
22.3: Rudolf von Ihering, *Two Letters* (1866)

Wednesday, Feb. 25: Culture, Science, and Social Order

Textbook: Chapter 22, 748-756

Sourcebook: 22.4, Herbert Spencer, *Progress: Its Law and Cause* (1857)
22.5, Charles Darwin, *The Descent of Man* (1871)

Monday, Mar. 2: The New Imperialism

Textbook: Chapter 23, 759-774

Sourcebook: 23.1, Jules Ferry, *Speech before the French National Assembly* (1883)
23.2, Ndansi Kumalo, *His Story* (1890s)

Wednesday, Mar. 4: Imperial Society and the Imperio-Industrial Complex

Textbook: Chapter 23, 775-781

Sourcebook: 23.3, Ernest Edwin Williams, *Made in Germany*
Blackboard: Images - Imperial Advertisements

Monday, Mar. 9: Midterm Review (Mandatory)

Wednesday, Mar. 11: MIDTERM EXAMINATION (IN CLASS)

*****March 14-22: SPRING BREAK*****

Monday, Mar. 23: Modernity

Textbook: Chapter 24, 797-809

Sourcebook: 24.1, Eugenics Education Society of London, *Eugenics for Citizens* (1907)
24.2, Sigmund Freud, *The Interpretation of Dreams* (1900)

Blackboard: Images - Modern Art

Wednesday, Mar. 25: Tensions and the Road to War

Textbook: Chapter 24, 820-832

Sourcebook: 24.4, Emmeline Pankhurst, *Speech from the Dock* (1908)

24.6, Heinrich von Treitschke, *Place of Warfare in the State* (1897-1898)

Blackboard: Images - The New Woman and Mass Politics

Monday, Mar. 30: World War I

Textbook: Chapter 25, 835-849

Sourcebook: 25.1, Fritz Franke and Siegfried Sassoon, *Two Soldiers' Views* (1914-1918)

25.2, L. Doriat, *Women on the Home Front* (1917)

Wednesday, Apr. 1: The Interwar Period

Textbook: Chapter 25, 850-870

Sourcebook: 25.3, Vladimir Ilyich Lenin, *The State and Revolution* (1917)

25.4, Benito Mussolini, *The Doctrine of Fascism* (1932)

25.5, Adolf Hitler, *Mein Kampf* (1925)

Monday, Apr. 6: The Great Depression

Textbook: Chapter 26, 873-894

Sourcebook: 26.2, *Eyewitness Accounts of the Bombing of Guernica* (1937)

Blackboard: Franklin D. Roosevelt, *First Inaugural Speech* (1933)

Wednesday, Apr. 8: World War II

Textbook: Chapter 26, 895-910

Sourcebook: 26.4, Sam Bankhalter and Hinda Kibort, *Memories of the Holocaust* (1938-1945)

26.5, Michihiko Hachiya, *Hiroshima Diary* (1945)

Monday, Apr. 13: The Cold War

Textbook: Chapter 27, 913-928

Sourcebook: 27.1, *The Formation of the Communist Information Bureau* (1947)

27.2, *National Security Council, Paper Number 68* (1950)

Wednesday, Apr. 15: Remaking the West: Decolonization, Feminism, and Anxiety

Textbook: Chapter 27, 930-946

Sourcebook: 27.3, Ho Chi Minh, *Declaration of Independence of the Republic of Vietnam* (1945)

27.4, Simone de Beauvoir, *The Second Sex* (1949)

Blackboard: Film – *Duck and Cover* (1951)

Monday, Apr. 20: The Space Age and Technological Transformation

Film (in class): *Freedom 7/Project Mercury* (1961)

Textbook: Chapter 28, 949-959

Wednesday, Apr. 22: Postindustrial Society

Textbook: Chapter 28, 961-972

Sourcebook: 27.1, Josef Smrkovsky, *What Lies Ahead* (1968)
27.2, Student Voices of Protest (1968)

Monday, Apr. 27: The End of the Cold War and the Birth of New Nations

Textbook: Chapter 28, 973-982, Chapter 29, 985-993

Sourcebook: 28.6, *Glasnost and the Soviet Press* (1988)
29.1, Ethnic Cleansing: *The Diary of Zlata Filipovic* (1991-1992)

Wednesday, Apr. 29: Fragmentation and Reorganization: The European Union

Textbook: Chapter 29, 994-999

Sourcebook: 29.2, Paresh Nath, *EU Membership Prospect Cartoon* (2009)
Blackboard: *European Charter for Regional or Minority Languages*

Monday, May 4: Globalizing the West

Textbook: Chapter 29, 1003-1017

Sourcebook: Amartya Sen, *A World Not Neatly Divided* (2001)

Blackboard: Newspaper articles on the controversy over religious clothing

Wednesday, May 6: Optional Review Session

Monday, May 11: FINAL EXAM, 3-6 PM (Tentative)