

Western Civilization II
21.510.202.06
Spring 2016

Rutgers
209 Engelhard
Tu-Th, 2:30-3:50

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Required Text:

Perry, Peden Von Laue, Sources of the Western Tradition *vol. 2, 9th ed.* Houghton Mifflin, Boston.
Packet of Supplementary Documents

Recommended Text:

Mckay, Hill, Buckler, A History of Western Society, vol.2, 8th/9th eds. Houghton, Mifflin, Boston.

Course Description

In this course we will survey the development of western Society from the eighteenth century Enlightenment to the contemporary world (including the collapse of the Soviet Union). This story includes lots of facts, people, places, events and dates. What we want to do is to consider how these pieces fit together: why did things happen; how did events connect - analyze and interpret events. So we are going to look at some of the bigger history stories, the broad themes of intellectual-cultural, political-diplomatic, and social-economic history. .

Learning objectives and outcomes

To enable students to learn how the broad historical narrative is constructed from the interplay of events, ideas, discoveries, inventions, etc., we will work with selected primary and secondary source documents. For each source reading, students must prepare a guided written response focusing on interpretation, comparison and context for that material. These responses serve as the basis for class discussion in which, students must present their arguments, evidence and assumptions about the assigned readings. Through discussion, preparation (and submission) of responses and two short independent papers, students will develop/expand critical analytic and writing skills. Today is the accumulation of everything that has gone before, and tomorrow will be the result of that accumulation. By understanding our past stories we hope to understand the values and institutions that have shaped Western Civilization and better manage its future.

Expectations

Attendance: class discussion is an essential part of interpreting our course materials, and everyone's input is important, so attendance is required. We have only **28** scheduled class meetings, therefore I will start taking one point off your grade for each absence after the **4th unexcused absence**. Note: 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. You can always reach me by e-mail in unexpected cases of emergency.

Papers & tests: You are responsible for getting all assignments and submitting all work on the due date **whether or not you are in class** when the assignment was announced and **whether or not you are in class** when the assignment is due. Work can be e-mailed to me or left in my department. All assignments and materials are posted on **Blackboard** and listed on the syllabus schedule. You are responsible for checking **Blackboard** for materials and for announcements about assignments and tests.

If you are having difficulty getting access to Blackboard check with the help desk at the computer

Center, 3rd floor, Englehart Hall (973)353-5083 M-F

Respect: we each bring important resources and experiences into the class. As we each want our own ideas to be heard and respected, so, too, we must be willing to listen to others.

This is the basis for classroom manners. Cell phones, beepers, distracting activities all interfere in learning. Please honor your fellow students' interests and your own commitment to college work.

Plagiarism: each of you has committed to college with money and time in order to develop your own understanding and ability. Any time you plagiarize and claim somebody else's work as your own, no matter how small the part, you've wasted some of your money and lost an opportunity for your own growth. You insult you own potential, you insult me, you insult your fellow students and their honest efforts. To be sure everyone is clear about exactly what plagiarism includes, the history department REQUIRES that the following honor pledge is written and signed on examinations and major course assignments submitted for grading: "*On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).*"

Grading evaluation

Grades will be based on the number of points accumulated in a series of announced and unannounced quizzes, mid-term and final exams, two written projects- a museum project and a book report, and submission of reading responses*. Points are posted on Blackboard's gradebook as activities are graded, so students can track their academic status. Students are encouraged to regularly check their gradebook scores to ensure that entries are accurate and complete.

Because the exams will include assigned readings as well as information presented in class, regular class attendance is essential in order to have all the necessary material.

Your final grade will be based on the total number of points you accumulate on a series of exams and exercises.

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Mid-term exam	16 possible points	25%
Final Exam	16 possible points	25%
quizzes @4 or 6 points each	24 possible points	37.5%
written project	4 possible points	06.25%
museum project	4 possible points	<u>06.25%</u>
	64 total possible points	100%

*Reading responses: The reading responses are to provide guidance for the document and source course readings. I expect you to fill them out and submit them and they will be logged in and posted in your cumulative grade record on Blackboard. You will not receive grade points for the responses, but at the end of the semester I will subtract points relative to the number of missing responses. It will help you to complete the reading responses as we cover the materials in class. Because they are intended as a study guide, I will generally collect responses only at the time of the quizzes and exams to which the particular responses apply. Responses completed after the relevant quizzes and exams will not be acknowledged.

Text: Perry, Peden Von Laue, Sources of the Western Tradition *vol. 2, 9th ed.*
(Referred to as “Perry”)

Packet of supplementary documents (referred to as “packet”)

T Th

1/19 **Introduction: Renaissance, background to the age of Enlightenment** – Materials **AA**
Reference materials: Packet “Events Chart 1500-1815”, “Medieval to Renaissance Voices -Dei Seigni and Mirandola”, “Renaissance and Religion: the Rise of Absolute Monarchy in France”, “Constitutional Monarchy in England”, “Time line 1500-1750” [these last three documents are texts, can be used for fact reference]
TOPICS: humanism and its secular and religious consequences - exploration, rational science, the Reformation, religious wars and the rise of absolute monarchy in France and constitutional monarchy in England.

1/21 **The Enlightenment** materials **A**

Readings: Perry ch.3 intro., Kant p. 60; packet “Condorcet”, “Locke” (for fun look at Perry ch.3 ♣8); reading responses **A**

TOPICS: humanist philosophic speculations about man and the order of society, questions about England’s model for Absolutist France.

1/26 **Technological Innovation: Agriculture** materials **B**

Readings: Packet “Young and Enclosure”, “Young Agriculture and government reform”, “Time line #1”; reading responses **B**

TOPICS: introduction of new crops and field crop rotation, abandoning the fallow and enclosure, changes in patterns of land ownership and use; economic and social consequences - expanded production, population growth, rise in trade and commercial production.

1/28 **Technological Innovation: Industrialization** materials **C**

2/2- 2/4 *Readings:* Perry, ch. 5 intro., Kay p. 144, Sadler Commission p. 142, Factory Rules p.147 ; packet “Aikin”, Taylor, chart “industrialization origins/impact”, “Time line #1”. Video Industrialization (on Bb and on reserve in Dana Library); reading responses **C**

TOPICS: new methods of manufacture, new forms of capital; social and political consequences - expansion of the middle class, bourgeoisie, louder voice in political process

2/9 **Political Innovation: The American Revolution (1776-178)** materials **D** -

Readings: Perry Jefferson p.64; Reading Responses **D**

TOPICS: economic origins, economic, social and political consequences in Europe

2/11 **Political Innovation: The French Revolution and Napoleonic Empire** (1789-1815)

2/16-18 Materials **E**

Readings: Perry ch. 4 intro., Packet Grievances of the Third Estate , Robespierre p. 120, Napoleon pp.124 & 125. Packet cartoon, Young-“ Peasant Grievances”, “Chronology of the Revolution”, “Mass Levy”, map-Napoleon’s Europe, text -“Congress of Vienna,”, “Metternich”, map -Europe in 1815: political and territorial settlements, “Time line #1”.; reading responses **E**

TOPICS: background to revolution, constitutional and radical developments, Napoleon Bonaparte and European conquest, defeat and reaction - the Congress of Vienna 1814-1815 and the road to restoration.

I Th

2/23- 25 **Restoration and the dilemma of Modernization** materials F

Readings: Perry chs. 6 and 7 intros., de Maistre p. 165, Spencer p. 203, Packet: Graph - "1750-1914", (review) "Congress of Vienna" [text], Graph - "politics ideologies after 1815", "Marx", text - "Modernization: background and dilemma", "Russell", "Universal Notebooks", cartoon; Time-line #2. Reading responses F
TOPICS: Ideals and efforts of restoration, traditional monarchy in conflict with the social and political requirements for an industrial economy, the tests of 1830.

3/1 **Revolution - 1848** materials G

Readings: Perry ch. 6 intro., Packet: "famine in Skibbereen", Schurz, "Time line", chart "Revolutions of 1848"; Time-line #2. Reading responses G.

TOPICS: potato famine, revolutions of 1848, where they spread, how they spread, why they spread. Order restored, but with a new perspective - nationalism and national self-interest

Written project due

3/3 **Mid-term Exam**

3/7 -9 **Nationalism, Unification and the rise of new Nation- States** materials H

Readings: Packet review graph 1750-1914, "Napoleon III", Garibaldi, "Bismarck #1", "Bismarck's program of unification" #2 "Populism in Russia", map "unifications of Italy and Germany of unification", "Time line #3A 1848-1870". Reading responses H.

TOPICS: The Crimean War, means to a new end. Napoleon III's France, Italy and Germany emerge, constitutions

and representative government. Modernization comes to Tzarist Russia and the Austrian Empire

***** (3/11-20) spring break

3/22-24 **Industrialized Europe, the Responsive Nation-State, Imperialism** Materials I

3/29-31 *Readings:* Perry ch. 8, intro; Bouvier p. 212, Mayhew p.210, Packet: Osterroth.. Perry: ch. 9 intro; Chamberlain p. 242, Rhodes p. 241. Packet "Pokrovskaya", "Pankhurst", "Carnegie", "Bismarck supports Workers'

Reforms" "John Bright..." "Time line #3B". Reading responses I

TOPICS: The age of Big Business, Big Government, Big Labor. The consequences of representation, unions, modern

political parties, social reform at home, imperialism and competition abroad. Strategic geography.

4/5 -7 **World War I and the Peace of Versailles** materials J

Readings: Perry ch.11, intro., Doregelès p.299, Scheidemann p.301, Remarque p.304, Sassoon p.307, Owen p.308, Clemenceau p.315. Packet, "Wilson" "Geddes", "German Delegation", German National Assembly" "Time line #4". Reading responses J

Useful website for international developments leading to WWI

<http://www.thecorner.org/hist/wwi/index.htm>

TOPICS: The road to war, regional crises and tightening alliances. The war, how it was fought, how it was lost. The entry of the US and the failed peace. Lucarno, the Kellogg- Briand pact, Weimar Republic and a hope for peace again

4/12-14 **Revolution in Russia, the Depression, faltering democracies, Fascism and the Nazi Party - K**

4/19-21 *Readings:* Perry, ch. 12 intro., Stalin's Hard Line p. 330, Kopelev p. 332, Khrushchev's secret speech p.343. Packet: Trotsky, Lenin and NEP; Time-line #3B. Packet Cohen, Perry: Hauser p. 357, Mussolini p. 349, *Mein Kampf* p. 361, Appel p. 374, Pfeffer p. 413. "Time line #5". Reading responses K
TOPICS: Lenin, Trotsky, Stalin, the Russian Revolution and the founding of the USSR. The Dawes Plan, roaring 20's and the Depression. Mussolini's Fascism in Italy, Hitler's German NAZI's and the faltering democracies - England and France. The first test - the revolution in Spain.

4/26- 28 **World War II** Materials **L**

Readings: Perry, ch. 13 intro, Hitler on Poland p.393, Churchill p.398, Packet Hoffman - Stalingrad chart - "stages and battles of World War II". Time line #6A; reading responses L
TOPICS: The coming war. The march of the Axis of Steel. The US joins, the eastern front, strategies for victory and the division of Germany and Europe, the start of the Cold War.

Museum project due

Final Exam May

