

# The History of Western Civilization II

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21:510:202 Section 1

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Mondays/Wednesdays 10am-11:20am

Office: Conklin Hall (326/337)

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## Course Description:

Together we will explore events, intellectual concepts, and historical narratives that have come to dominate our interpretations of the history of Western Civilization from the seventeenth century to the present day. We will use the textbook as a resource of information and our time in class to add and expand our collective understanding of the material. You will become proficient in analyzing primary sources and original documents. Our objective is to think critically, learn to analyze historical sources, and understand how history is constructed. This course covers several hundred years of history and although we will encounter many important historical figures and events, the primary purpose is to analyze the 'why' rather than the 'who' and 'when'. After taking this course you will be able to discuss the complexities of the following questions and more: What is Europe? Is it a geographical concept or an idea? How has it transformed and why? What is progress? Is it measurable? Is it always positive?

## Learning Objectives:

In this course students will learn and practice thinking historically:

- a). analyzing, synthesizing and interpreting information to explain change over time
- b). interpreting various primary sources in their historical context and in their historical significance
- c). engaging critically with historical argument keeping in mind underlying theories, assumptions, and approaches
- d). communicating historical knowledge, interpretations, and arguments in written and oral forms
- e). understanding that content (historical and otherwise) is created within a certain context

## Required Texts:

1. Lynn Hunt et al. *The Making of the West: Peoples and Cultures*. Volume 2: Since 1500. 5<sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2015. ISBN: 978-145-768-1530  
OR  
Lynn Hunt et al. *Loose-Leaf of The Making of the West: Peoples and Cultures*. Volume 2: Since 1500. 5<sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2015. ISBN: 978-1-319-02754-4
2. Katherine J. Lualdi. *Sources of the Making of the West: Peoples and Cultures*. Volume 2: Since 1500. 4<sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2012. ISBN: 978-0-312-57612-7  
(Referred to in the syllabus as Lualdi)

3. Christopher Browning. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. Harper Perennial, 1998. ISBN: 978-0060995065

**NOTE:** The university bookstore has both the Paper version of the textbook and the Loose-leaf version. You can decide which one is preferable. The *Sources* are included with either version for the same price. Be vigilant if buying your textbook elsewhere (including the publisher's website) to make sure that the *Sources* text is included.

### **Grading:**

This course will adhere to the following gradings rubric:

A: 90-100      B+: 85-89      B: 80-84      C+: 75-79      C: 70-74      D: 60-69      F: 0-59

The final grade will be based on a combination of assignments:

Midterm Exam (25%), Final Exam (30%), Paper (25%), Participation and In-Class assignments (10%), Primary Source Analysis Exercise (10%)

#### *Participation and In-Class Assignments*

Participation in discussions is not optional. Attendance is mandatory and does not factor into the participation grade. Only if students contribute in an informed and thoughtful manner can discussions be productive. In-Class assignments will be given at random and without prior announcement. They are designed to practice some of the course's learning objectives, reward preparedness and attentiveness, as well as monitor attendance. They can take various forms – from a half-page thought piece on a certain question we discuss to a few short questions related to a primary source. No make-ups will be allowed; however, the lowest scored in-class assignment will not count in the final grade calculation.

#### *Absence from Exams*

Excused absences from exams will only be granted for students who can document medical or family emergency. Students who feel a personal emergency is sufficiently grave to warrant an excused absence must speak with the instructor in person and provide written documentation demonstrating need for the absence.

#### *Late work*

For the assignments with an in-class due date, only cases that qualify in the "absence from exams" criteria will be considered for extension. For everyone else, every late day will incur a half letter grade deduction.

#### *Paper*

The paper will be an analytical essay of 4-5 pages written on the book *Ordinary Men* and due at the beginning of the class session dedicated to the discussion of the book. Due to the nature of this assignment late papers will not be accepted.

Specific instructions will be posted on Blackboard.

It is your responsibility to turn-in your work. Failure to turn-in an assignment will result in the grade of 0 points.

### **Communicating with the Instructor:**

All communications (electronic and otherwise) that you have with faculty and your fellow students in this course should be respectful and professional. Please make sure that your inbox is not full and your Rutgers email address (or forwarding account) is functioning properly, as all course communications will be distributed through Blackboard, which utilizes your Rutgers email address.

Before you email: 1). Check the syllabus for the answer. 2). Check the blackboard for announcements. 3). Ask a fellow student if it was discussed in class.

When emailing: 1). Make sure to put your last name followed by the course name and section number in the subject line. 2). Make sure your email has a proper salutation, is grammatically correct, and contains a clear statement of your problem or concern, as well as a signature.

If you want to discuss your grade for a particular assignment, you must contact me no later than one week from when the assignment is returned to you.

If you have an issue which is affecting your performance in this class, do not wait to bring it to my attention.

I am happy to help you with any content of the course that you do not understand or would like to clarify, as well as discuss possible paper topics and questions related to the paper writing process. I encourage you to make use of my office hours throughout the semester.

### **Academic Integrity/Behavior**

Rutgers expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Plagiarism is a serious and punishable offense and will not be tolerated. Cases of plagiarism will immediately be sent to the appropriate college dean for review. You are responsible for familiarizing yourself with Rutgers policy on plagiarism at <http://history.rutgers.edu/undergrad/plagiarism.htm> for more information.

All students are required to sign the Rutgers Honor Code Pledge. **To receive credit, every assignment must have your signature under the following phrase: “On my honor, I have neither received nor given any unauthorized assistance on this assignment.”**

### **Attendance:**

Attendance is mandatory. If you have an excused absence, please provide written evidence for such absence. For more details on what constitutes an excused absence, please consult the Rutgers catalog. Three or more unexcused absences will result in a deduction of minimum 5% of your FINAL course grade. Leaving class early counts as an unexcused absence. Three late arrivals also count as an unexcused absence. Per history department policy, any student who misses 8 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.

### **Disabilities accommodation:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this

process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

**Schedule of Sessions and Assignments (subject to change with prior notice):**

Readings assigned to a particular session are to be completed before coming to class.

**Week 1.** Wednesday, 01/23: Introduction and course overview. Please read the syllabus.

**Week 2.** Monday, 01/28: Absolutism and Constitutionalism, 1640-1700

Readings: *The Making of the West*, 505-539; Lualdi, 63-68 (Hobbes) and 68-71 (Locke)

Wednesday, 01/30: The Atlantic System and its Consequences, 1700-1750

Readings: *The Making of the West*, 541-566; Lualdi, 75-78 (Equiano) and 78-82 (“A Brief Description of the Excellent Virtues of That Sober and Wholesome Drink, Called Coffee”); Peter the Great, “Laws and Decrees” [available on Blackboard]

**Week 3.** Monday, 02/04: The Promise of Enlightenment, 1750-1789

Readings: *The Making of the West*, 566-604; Lualdi, 101-103 (Ménétra), 103-107 (Beccaria), and 107-110 (Smith)

Wednesday, 02/06: The French Revolution and Its Causes, 1789

Readings: *The Making of the West*, 607-619; Lualdi, 112-117 (Sieyès), 117 (“Political Cartoon”), 118-120 (“Declaration of the Rights of Man and Citizen”), and 120-124 (de Gouges)

**Week 4.** Monday, 02/11: Terror, Counterrevolution, and the Legacy of the Revolution, 1793-1799

Readings: *The Making of the West*, 619-637; Lualdi, 95-101 (Rousseau) and 124-128 (Robespierre)

**DUE 02/11: Primary Source Analysis Exercise**

Wednesday, 02/13: Napoleon and the Revolutionary Legacy, 1799-1815

Readings: *The Making of the West*, 639-654; Primary Source TBD

**Week 5.** Monday, 02/18: Napoleonic Wars and the Congress of Europe

Readings: *The Making of the West*, 654-671; Lualdi, 137-140 (Metternich), TBD

Wednesday, 02/20: Uprisings and Rebellions, 1820-1830

Readings: *The Making of the West*, 654-671; Lualdi, 140-144 (Kakhovsky)

**Week 6.** Monday, 02/25: Industrial Revolution, the Working Class, and Social Reform, 1830-1840s

Readings: *The Making of the West*, 673-691; Lualdi, 151-154 (“Factory Rules in Berlin”), 157-160 (“Testimony Gathered by Ashley’s Mines Commission), 161 (“Capital and Labour”), and 168-170 (Commissioner Lin)

Wednesday, 02/27: New Ideologies and the Revolution of 1848

Readings: *The Making of the West*, 691-707; Lualdi, 161-165 (Engles); Mill, “The Subjection of Women” [excerpts available on Blackboard]

**Week 7.** Monday, 03/04: Politics and Culture of the Nation-State, 1850-1870

Readings: *The Making of the West*, 709-733; Lualdi, 174-176 (Cavour) and 176-178 (von Ihering)

Wednesday, 03/06: Social Order and the Social Sciences

Readings: *The Making of the West*, 733-743; Lualdi, 178-182 (Spencer) and 182-186 (Darwin)

**Week 8.** Monday, 03/11: The New Imperialism, 1870-1890s

Readings: *The Making of the West*, 745-761

Wednesday, 03/13: **In-Class Midterm Exam**

**Week 9. SPRING BREAK 03/16-03/24**

**Week 10.** Monday, 03/25: Imperial Society and Culture

Readings: *The Making of the West*, 758-781; primary source TBD

Wednesday, 03/27: Road to Total War

Readings: *The Making of the West*, 783-819; Lualdi, 226-229 (Franke and Sassoon) and 229-231 (L. Doriat)

**Week 11.** Monday, 04/01 World War I and The Russian Revolution

Readings: *The Making of the West*, 820-836; Lenin, “What is to be done?” [available on Blackboard], other sources TBD

Wednesday, 04/03: Liberal Democracy in Crisis and the Rise of Fascism

Readings: *The Making of the West*, 836-857; Stalin, “The Results of the First Five-Year Plan” [available on Blackboard]; Lualdi, 240-242 (Hitler) and 243-245 (Goebbels)

**Week 12.** Monday, 04/08: The Road to World War II

Readings: *The Making of the West*, 859-881; Primary Source TBD

Wednesday, 04/10: World War II and The Holocaust

Readings: *The Making of the West*, 881-897; Primary Sources TBD

**Week 13.** Monday, 04/15: “Ordinary Men” Discussion

**PAPER DUE 04/15:** Please submit via Blackboard by 9AM and bring a hard copy to submit in class.

Wednesday, 04/17: Rebuilding Europe during the Cold War

Readings: *The Making of the West*, 899-917, 925-935; Lualdi, 263-267 (“The Formation of the Communist Information Bureau”) and 267-270 (National Security Council); Kitchen Debate [available on Blackboard]

**Week 14.** Monday, 04/22: Decolonization and War in Algeria

Readings: *The Making of the West*, 917-925; primary source TBD

Wednesday, 04/24: 1968 in Europe

Readings: *The Making of the West*, 937-957; Lualdi, 278-282 (Smrkovský) and 282-284 (“Student Voices of Protest”)

**Week 15.** Monday, 04/29: Bloc Struggle and the Collapse of the Soviet Union

Readings: *The Making of the West*, 957-981; Lualdi, 292-293 (Andreeva) and 293-296 (*Pravda* editorial)

Wednesday, 05/01: Post-Soviet Order and the New Globalism

Readings: *The Making of the West*, 981 – 1001; Lualdi, 297-205 (Zlata Filipovic); Samuel Huntington, “The Clash of Civilizations” [available on Blackboard]

**Week 16.** Monday, 05/06: Where are we now?

**FINAL EXAM: MONDAY May 13<sup>th</sup>; 8:30am -11:30am as per the University Final Exam Schedule**