

## Syllabus, Western Civilization 2

Rutgers University, Newark

### 1. Course and Instructor Information

<b>Semester:</b>	Spring 2017
<b>Time:</b>	Fridays, 2:30pm to 5:20pm
<b>Location:</b>	Conklin 424
<b>Identifiers:</b>	Unit 21, Subject 510, Course 202, Section 07
<b>Instructor:</b>	Ray Ojserkis, PhD
<b>Contact:</b>	ray.ojserkis@gmail.com
<b>Office:</b>	Conklin 326, Thursdays, 1:00 to 2:00

### 2. Synopsis

We will survey western civilization since 1700, reviewing selected social, political, economic, and military affairs. Topics include the effects of the 18<sup>th</sup> century “Enlightenment,” industrialization, urbanization, renewed western imperialism, collapse of the “old order,” and the rise of fascism and communism.

### 3. Goals

Our goals include

- A. basic knowledge of modern western history, especially its broad patterns
- B. familiarity with some common interpretations of modern western history
- C. ability to engage critically with others who often do not share the same interpretations of events
- D. familiarity with use of primary sources, especially the connections between the author’s goals and his or her arguments and his or her method of argumentation
- E. improved skills in synthesizing and communicating historical information, and constructing sound arguments

### 4. Grading Policy

Your course grade will be determined by weighting the graded components as follows:

Unannounced Reading Quizzes	25%
Debate Notes	Cancels two lowest reading quiz grades.
Midterm Exam	25%
Final (non-cumulative) Exam	25%
Research Essay	25%

Any student who misses four 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.

If you are absent or tardy your score for a quiz or exam will be an F unless the absence is excusable. According to the Rutgers catalog, “The 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.” Documentation will be required.

## 5. Classes

Class sessions will be used for quizzes, examinations, debates, and lectures. Each lecture will detail a historic topic, as listed in the schedule below, and for each of these topics I will post a handout to Blackboard listing key points we'll discuss. Some of these handouts will include primary reading in addition to that assigned below.

Learning can be a collaborative process, and I will involve the class in discussions. Never feel that your comments or questions aren't appreciated.

## 6. Primary Sources

Primary sources are first-hand accounts, often created by participants or witnesses of events, and sometimes created by first-recorders of events. Examples include, but aren't limited to, memoirs, speeches, documents, data, polls, and contemporary newspaper accounts. Secondary sources are sources created by people who didn't participate or witness events, but often have the benefit of perspective, and typically draw from a variety of sources to create a nuanced and complex history that can account for multiple interpretations. Examples include history books and lectures.

We'll try to balance the lectures by reading primary sources in our out-of-class reading. An electronic copy of this syllabus is on Blackboard, and you will need to access the primary sources through hyperlinks in the schedule.

As we will discuss the primary sources in class, it will help to bring printed copies with you, or a laptop that is Internet-accessible.

## 7. Research Essay

Your essay must answer **one** of the following questions for the research essay:

- (a) To what extent did the Enlightenment make western societies more secular? Has the role of religion in daily life decreased in western countries since the Enlightenment?
- (b) To what extent is free market economics of the 21<sup>st</sup> century a continuation of "classic liberalism" of the 19<sup>th</sup> century? Pay special emphasis on free trade and the role of government regulation.
- (c) To what extent were the European empires of the 1875 to 1975 era profitable for the "mother countries?" Assess the costs of creating, administering, and maintaining empires and the revenues that would not have been achieved without the colonies. [Note: As we are a Western Civ. course, this question addresses the profitability for the mother countries, rather than for the colonized and/or colonists.]
- (d) To what extent were the two world wars a result of the failure of the international system to accommodate the rise of German economic and political power? For Europe, were the two world wars essentially two parts of the same conflict?
- (e) Who was the "lost generation?" How accurate was the phrase? Why did the phrase become famous? What role did the members of the so-called "lost generation" play in western civilization?
- (f) What were the primary causes of the Russian Civil War? Was the civil war inevitable given Bolshevik policies? Why did the Bolsheviks win?

- (g) Explain the rise of fascism before Benito Mussolini's coming to power in 1922. What ideas did fascists rely on? What was the appeal of these ideas? What methods to fascists use in their attempts to come to power?
- (h) Why did the Allies win the Second World War? Was their victory inevitable? Was a war-time alliance between the USSR, UK, and US inevitable?

Write your essays using MS Word, and email them to me at the address above. I will not accept printed copies of your essay.

I will submit the essay to plagiarism software, and mark essays using Track Changes in MS Word. If you're not sure what plagiarism is, consider this: <http://en.wikipedia.org/wiki/Plagiarism>. Cite a source every time your essay makes use of an idea, quote, anecdote, study, or fact that you found in someone's work.

I call the essay a "research essay" to emphasize that the quality of your essay is largely dependent upon the quality of your research. Use at least four scholarly articles or published books. The phrase "at least" means you are allowed and encouraged to use more than four sources. The length of the essay should be 1,500 to 2,500 words.

Cite your sources wherever you rely on them, using footnotes, parenthetical notes or end notes. Be very specific when citing a source, using either the Chicago, APA, or MLA format throughout. For details, please consult the [Rutgers Library Guide](#). Cite a source every time you make use of someone's ideas.

## **8. Drop and Withdrawal Deadlines**

The last date for students to drop a course with no penalty is January 24<sup>th</sup>, 2017, and the last date to withdraw from a course with a "W" grade is March 27<sup>th</sup>, 2017.

## **9. Academic Integrity Agreement and Honor Pledge**

On each examination, you will be required to sign the following statement:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).

## **10. Information for Students with Disabilities**

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 Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

## 11. Schedule

CLASS	DATE	TOPIC	ASSIGNED READING TO COMPLETE BEFORE CLASS
1	Jan 20	The “Enlightenment”	n/a
	Jan 27	<b>No Class: Complete the reading quiz on Blackboard at home</b>	<a href="#">I Kant, <i>What is Enlightenment?</i>, 1784</a> <a href="#">Baron de Montesquieu, excerpt from <i>Spirit of the Laws</i>, 1748</a> <a href="#">Adam Smith, <i>The Cost of Empire</i>, 1776 (excerpt from <i>Wealth of Nations</i>)</a>
2	Feb 3	Industrial Revolution	<a href="#">Andrew Ure, <i>The Philosophy of the Manufacturers</i>, 1835</a> <a href="#">Thomas Carlyle, <i>The Mechanical Age</i>, 1829</a> <a href="#">Leeds woolen workers, petition, 1786</a> <a href="#">Leeds cloth merchants, letter, 1791</a>
3	Feb 10	Liberalism, Conservatism, & Marxism	<a href="#">Thomas Macaulay, speech on the Reform Bill of 1832</a> <a href="#">Richard Cobden, <i>An International Reduction of Navies</i>, 1851</a> <a href="#">Edmund Burke, <i>Reflections on the Revolution in France</i>, 1790</a> <a href="#">Karl Marx &amp; Friedrich Engels, <i>Manifesto of the Communist Party</i> (chapt 1), 1848</a>
4	Feb 17	Second Ind. Revolution, Urbanization, & Demographic Transition	<a href="#">Thorstein Veblen, <i>Conspicuous Consumption</i>, 1899</a> <a href="#">Frederick Winslow Taylor, <i>Fundamentals of Scientific Management</i>, 1911</a> <a href="#">Joseph Schumpeter, <i>The Process of Creative Destruction</i>, 1950</a>
5	Feb 24	Western Imperial Expansion, Africa and Asia (Also, sign up for debate topic online, or have one chosen for you.)	<a href="#">Joseph Chamberlain, <i>Speech at the Royal Colonial Institute</i>, 1897</a> <a href="#">Dadabhai Naoroji, <i>Benefits and Detriments of British Rule</i>, 1871</a> <a href="#">Joseph Schumpeter, <i>The Sociology of Imperialism</i>, 1918</a>
6	Mar 3	<b>Midterm Exam</b>	n/a
7	Mar 10	<b>Debates (start)</b>	<a href="#">Sarah Eaton, <i>What's the Difference Between a Citation and a Reference?</i></a> Read for your debate topic, and don't forget to create citations in your notes, which you will submit.
	Mar 17	<b>Spring Break – No Class</b>	n/a

8	Mar 24	<b>Debates (finish)</b>	For those of you who didn't debate last week, read for your debate topic, and don't forget to create citations in your notes, which you will submit.
9	Mar 31	Origins of First World War	<a href="#">Austro-Hungarian Ultimatum to Serbia, 1914</a> <a href="#">Serbian Response to Austro-Hungarian Ultimatum, 1914</a> <a href="#">"Willy-Nicky" telegrams, 1914</a> <a href="#">Clemenceau Calls France to Arms, 1914</a>
10	Apr 7	First World War	<a href="#">Private Donald Fraser, Selections from <i>My Daily Journal</i>, 1915-1916</a> <a href="#">German Discussions Concerning Unrestricted Submarine Warfare, Jan. 1917</a> <a href="#">Woodrow Wilson, "Fourteen Points" address to Congress, 1918</a> <a href="#">Siegfried Sassoon, <i>Attack</i>, 1918</a>
11	Apr 14	Russian Revolutions and Soviet Communism	<a href="#">V. I. Lenin, excerpt from <i>State and Revolution</i>, 1918</a> <a href="#">V.I. Lenin, letter to Penza communists, 1918</a> <a href="#">A.O. Advidenko, <i>Hymn to Stalin</i></a> <a href="#">Leon Trotsky, <i>The New Course in the Economy of the Soviet Union</i>, 1930</a>
12	Apr 21	Fascism and Nazism	<a href="#">Oswald Spengler, excerpts from <i>Decline of the West</i>, 1922</a> <a href="#">Benito Mussolini, <i>What is Fascism?</i>, 1932</a> <a href="#">Josef Goebbels, speech at book-burning, 1933</a>
13	Apr 28	Second World War	<a href="#">Adolph Hitler, <i>Speech in Obersalzberg</i>, 1939</a> <a href="#">Molotov-Ribbentrop Pact, 1939</a> <a href="#">Franklin Roosevelt and Winston Churchill, <i>The Atlantic Charter</i>, 1941</a> <a href="#">Harry Truman, <i>Statement by the President Announcing Use of Atomic Bomb</i>, 1945</a>
	May 1	<b>Research Essay Due (no class – email your essay)</b>	<a href="#">Wikipedia, <i>Plagiarism</i></a> <a href="#">Rutgers University Academic Integrity Policy</a>
	May 10	<b>Final Exam (on a Wednesday)</b> <i>(11:45am, in our regular classroom)</i>	n/a