

Fall 2021

History of Western Civilization II

21:510:202 section 60

Monday 6:00 – 9:00
Hill Hall rm. 104
Rutgers Newark

Instructor: Lance C. Thurner
lancet@rutgers.edu

Office Hours will be held virtually via Zoom. I have frequent availability for one-on-one meetings each week. See <https://www.statesofbelonging.org/office-hours/> to reserve a time and attend your appointment.

Course Description: “Western Civilization” typically evokes thoughts of Aristotle and ancient Greek philosophy, Michelangelo and the Italian Renaissance, and Isaac Newton and the scientific revolution. But the idea of Western Civilization and its connection to these touchstones actually dates to the late 1800s, when it was *invented* to justify and explain European imperialism. In this course, *Western Civilization II*, we will critically examine what “the West” and “Western Civilization” has meant over the past two-and-a-half centuries and how this idea has been deployed and reappropriated across the globe. We will examine how liberty, science, and democracy came to be associated with Western society and how capitalism, war, patriarchy, and racism inspired internal and external critiques of the West. We will examine key thinkers of Western history – such as Charles Darwin, Karl Marx, and Sigmund Freud – and how their ideas were reworked by intellectuals in Latin America, Africa, and Asia. We will study how the idea of Western Civilization was used to legitimate imperialism and white supremacy and how, in response, observers in other parts of world devised counter-hegemonic notions of Asian, Muslim, and African civilization. Finally, we will examine what is at stake today as pundits and politicians advocate once again to “save Western civilization” from perceived enemies from within and without.

Through this curriculum, students will gain a broad understanding of European and world history since 1750. Moreover, they will learn how historians work to comprehend and represent the past from an interconnected and global perspective. They will study critical issues of civic education – such as freedom, citizenship, agency, and solidarity – in European and non-European historical contexts and in non-Eurocentric ways.

Learning Goals:

This course is founded on student-led critical analysis of historical writing and sources. Students will learn how to evaluate conflicting historical narratives and assess why and how these narratives matter. Students will consider the value of different forms of historical representation and perspective and learn how to interpret a wide array of primary sources. In addition to a thorough understanding of the major problems in world history, by the end of the semester students will have a strong introduction to historical thinking as an integral part of a liberal education and a way of approaching intellectual problems.

The **goals** of this course are to provide students with:

- Skills to critically assess and historically evaluate salient cultural ideas.
- Skills to trace the relations and genealogies of ideas through time and across geographies.
- Skills to critically interpret primary sources and diverse types of writing.
- Skills to collaborate with peers in a shared intellectual endeavor.
- Skills to empathize with historical subjects to better understand the past and its relation to the present.
- A repertoire of ideas, knowledge, and analytical skills to support and inspire future historical studies.

Books

There are no books to buy for this course. All readings and materials will be provided through Canvas or open and free links on the internet.

Grading

The graded assignments for this course are:

- 1) **Attendance and Participation (20 pts.)**
- 2) **Map Quiz (5 pts.)**
- 3) **Journal (75 pts.)**

The primary assignment for this course is to maintain a journal of your ideas, perceptions, interpretations, and analyses as the semester proceeds. Each week, your entry should respond to one or both of these questions:

- What do this week's sources teach us about the history of Western Civilization?
- What do this week's sources teach us about what the idea of "Western Civilization" has meant in the past and how it was used?

When we are examining more than one source for the week, you do **not** necessarily need to use all of them.

By the end of the semester, you are expected to have **at least 10 entries** that are each 300-500 words in length. The purpose of this journal is to document your thinking; therefore, your entries cannot simply summarize the course materials. I want to see your ideas, interpretations, conclusions, and questions. Each entry should clearly identify the materials you are addressing (formal citations not required) and include quotes and/or specific details for your analysis. I especially welcome and encourage you to reflect upon our classroom discussions in your journal entries. Your prose need not be formal: you can write from a first-person "I" perspective and you do not need to have a thesis sentence or an argument. Additionally, I encourage you draw upon anything you already know (such as experiences, things you've read, the news, a favorite artist, etc.) that aids and informs your interpretation. In addition to the textual entries, I encourage you to further develop your ideas and your journal however else you express yourself: poems, pictures, videos, haikus, etc.

Two times during the semester I will collect journals (digitally). You will indicate one entry for grading and detailed feedback. The full journal will be due at the end of the semester.

Grades will be assigned in accordance with the scale below. Since Rutgers University does not recognize minus grades and some plus grades, minus signs and some plus signs will be omitted from the final grades submitted for the course.

<u>A</u>	<u>90-100</u>	<u>C</u>	<u>70-76</u>
B+	87-89	D+	67-69
<u>B</u>	<u>80-86</u>	<u>D</u>	<u>60-66</u>
C+	77-79	F	0-59

Students will be expected to comply with the History Department's Classroom Etiquette Policy (see <http://history.rutgers.edu/undergraduate/academicpolicies>). Cell phones must be switched off and meals must be eaten before the beginning of class. Electronic devices may not be used for purposes unrelated to the class.

Attendance: Weekly attendance and participation is required and will be recorded by the instructor. Recognized grounds for an excused 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. I do not require documentation, but please inform me if some condition prevents you from attending and participating. Any student who misses four weeks of class activities through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Plagiarism: As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

You must include the following Rutgers Honor Code Pledge on all examinations and major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment). (Name) (Signature – typing your name is fine) (Date)”.

Technology: This course has no special technology requirements beyond internet access. All readings and related materials will be available on Canvas and the public web. Should you have trouble accessing these, please contact me and I will print copies for you.

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.

□ Learning Resources:

- Rutgers Learning Center (tutoring services)

Room 140, Bradley Hall

(973) 353-5608

<https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>

- Writing Center (tutoring and writing workshops)

Room 126, Conklin Hall

(973) 353-5847

nwc@rutgers.edu

<https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

UNIT 1: What is “civilization”? What is “western”? And what is “Western Civilization”?

Week 1 – Sept 8, Western Civilization by the (Text)Book

No Readings

Week 2 – Sept 13, To Teach or Not to Teach Western Civilization

The Critique of Western Civ: Reading TBA

The Defense of Western Civ: Robert Andrews, “Why We Must Teach Western Civilization,” *National Review*, May 18, 2020.

Week 3 – Sept 20, The Divisions of Humanity

Audio Lecture: Samuel P. Huntington, “The Clash of Civilizations,” 1992 (<https://www.aei.org/podcast/bradley-lecture-series-podcast-the-clash-of-civilizations-with-samuel-huntington/>) *Be sure to first watch my very short pre-recorded mini-lecture that puts this controversial work in context.*

Cemil Aydin, “What is the Muslim World?” 2018 (<https://aeon.co/essays/the-idea-of-a-muslim-world-is-both-modern-and-misleading>)

First Journal Review (15pts.): Submit your journal for review via Canvas by Friday Sept 24 at 6pm. Please indicate which entry you want your grade and detailed feedback to be based upon.

Week 4 – Sept 27, The Perpetual “Fall” of Western Civilization

Readings TBA

Unit 2: History

Week 5 – Oct 4, Slavery and Liberty in Haiti and Beyond

Please read or watch one of these primers on slavery:

Herb Klein, “Slavery in the Americas”

The Atlantic Slave Trade, TED-Ed (https://www.youtube.com/watch?v=3NXC4Q_4JVg)

Michel-Rolph Trouillot, *Silencing the Past*, Ch. 5 (abridged)
U.S. Declaration of Independence, 1776 (In class)
Haitian Declaration of Independence, 1802 (In class)

Week 6 – Oct 11, Genealogy of/and Race and Darwinism

Thomas Hobbes, *The Leviathan*, 1651 (excerpt, in class)
Thomas Malthus, *Essay on Population*, 1798 (excerpt, in class)
Charles Darwin, *The Decent of Man*, 1871 (excerpt, read at home)
Herbert Spencer, *Progress: Its Law and Cause*, 1857 (excerpt, read at home)
Eugenics Education Society of London, *Aim of Eugenics*, 1907 (excerpt, in class)
"Eugenics Debated at Race Meeting," *The Lancaster News* (Lancaster, SC), August 10, 1915 (in class) <https://chroniclingamerica.loc.gov/lccn/sn83007465/1915-08-10/ed-1/seq-8/#words=eugenic+eugenics+Eugenics+EUGENICS>

Second Journal Review (15pts.): Submit your journal for review via Canvas by Friday Oct 15 at 6pm. Please indicate which entry you want your grade and detailed feedback to be based upon.

Week 7 – Oct 18, Capitalism, Communism, and Revolution

Friedrich Engels, "Draft of a Communist Confession of Faith," London 1847
Mao Zedong, *Little Red Book*, China 1964 (excerpts, in class)
Abimael Guzman, "We Are the Initiators," Peru 1980 (in class)

Week 8 – Oct 25, Positivism and Reason

Michel Foucault, *Madness and Civilization*, 1961 (excerpt in class)
Video synopsis of *Madness and Civilization*: <https://youtu.be/8Q1uSC1skkY> (please watch at least to 18:00) (This has annoying ads to skip and includes distracting candles, but it is a good summary of an important but unreadable book.)

Movie (watch before class) Arthur C. Doyle, *The Hound of the Baskervilles* (link TBA)

Week 9 – Nov 1, Imperialist Logic and Illogic

Joseph Conrad, *The Heart of Darkness* (1899) First half.

Week 10 – Nov 8, Imperialist Logic and Illogic Part 2

Joseph Conrad, *The Heart of Darkness* (1899) Second half.

Week 11 – Nov 15, The Self, Modern Art, and Other Anti-rational

Antidotes

Sigmund Freud, *Interpretation of Dreams*, Austria 1899 (excerpt)

Andre Breton, *Surrealist Manifesto*, France 1942

Surrealist artworks (in class)

Oswald de Andrade, “The Cannibalist Manifesto,” Brazil 1928

Week 12 – Nov 22, The Decolonizing World and the Weight of Imperial

Reason

Franz Fanon, *Black Skin, White Masks*, Algeria 1952 (excerpt)

NO CLASS NOV 29 – RUTGERS IS ON “WEDNESDAY SCHEDULE”

Week 13 – Dec 6, Westernization? Part 1, Decolonialization

W. W. Rostow, *The Stages of Economic Growth*, USA 1960 (excerpt)

Kwame Nkrumah, *Neo-Colonialism, the Last Stage of Imperialism*, Ghana 1965

Week 14 – Dec 13, Westernization? Part 2, Feminism

Lila Abu-Lughod, *Do Muslim Women Need Saving?* 2013 (excerpt)

THERE IS NO FINAL EXAM FOR THIS COURSE. CLEAN UP AND SUBMIT YOUR JOURNAL BY MIDNIGHT DECEMBER 20TH.

As accordance with university policy, you should include this statement on your final journal submission: **“On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment). (Name) (Signature – typing your name is fine) (Date)”**.