History of Western Civilization II

21:510:202 Section H5

Summer Session II
July 11 through August 17, 2022

Online and Asynchronous
Rutgers Newark

Instructor: Lance C. Thurner
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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 at least in part 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 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 and Assignments

(See next page for descriptions)

- **Weekly Whiteboard Poster:**
  - Mid-week assessment (10 points)
  - Final assessment (10 points)
  [Total for five weeks: 100 points]

- Final Paper (20 points)

Course Total = 120 points
Weekly Patterns and Expectations:

Each week of this course follows a particular question or issue related to the idea of Western Civilization. By Sunday night each week I will open a new module on Canvas for you to work through at your pace and on your own schedule.

I will assign all students to a workgroup, with which you will share ideas and interpretations and complete collaborative assignments. However, your grade will be based only on your personal contributions. During the first week, you’ll get to know one another and then you’ll stick together for the remainder of the course.

**Weeks 1 – 5**

Each week will begin with a page of instructions on Canvas that will include video lectures, readings, primary historical sources, and multimedia sources.

You will have one assignment per week: to create with your group members a poster whiteboard that combines and interprets the week’s materials. I will provide templates and tools to use, but you will have to decide amongst yourselves how you will divide the work. Again, you will only be graded according to your personal contributions and will not be penalized if a teammate doesn’t follow through.

There will be two deadline moments each week: noon on Wednesday and midnight on Friday. During the week, I’ll be looking at your projects and providing comments and suggestions. On Wednesday afternoons, you will receive a mid-week grade based on your contributions to the developing whiteboard poster. To get full points, you will need to have contributed at least one substantive interpretive comment and have added 2 other comments or additions.

You must keep up with the course and only for extreme circumstances will you be allowed to make up missed work. If you fail to participate on time for two separate weeks (meaning you miss both the Wednesday and the Friday deadlines for any two weeks, whether consecutive or not) you should withdraw from the course to avoid receiving an F for the course. If you do begin to fall behind, contact me immediately.

**Week 6**

Your final assignment will be to write a short paper (1000 words, or about 3 pages double-spaced) for which you will choose one of the whiteboard posters that your team produced and turn this into an essay. This will be due by midnight on August 17th.
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.

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<tr>
<th>Grade</th>
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<td>A</td>
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Attendance: As this is an asynchronous course, there is no “attendance” in the usual sense. However, participation with your group on your weekly whiteboard poster is essential. If you fail to participate on time for two separate weeks (meaning you miss both the Wednesday and the Friday deadlines for any two weeks, whether consecutive or not) you should withdraw from the course to avoid receiving an F for the course. If you do begin to fall behind, contact me immediately.

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/](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. All assignments will be conducted and submitted via Canvas and the whiteboard app we will be using, Miro. I will provide a thorough pre-semester survey to assess your technology needs; but should at any time you have trouble accessing course materials, please contact me. You may also find useful resources and support here:

- Rutgers Technology LaunchPad: [https://mytech.newark.rutgers.edu/tp](https://mytech.newark.rutgers.edu/tp)
- Rutgers Tech Support: [https://mytech.newark.rutgers.edu/techsupport](https://mytech.newark.rutgers.edu/techsupport)

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
Readings Lists by Unit/Week:

Note: Many of these are very short. Primary sources include place of publication or authorship.

**Week 1: July 11 – 15**

What is “civilization”? What is “western”? And what is “Western Civilization”?

**Week 2: July 18 - 22**

When is Western Civilization?
- Charles Darwin, *The Decent of Man*, England/Argentina, 1871 (excerpt)
- Rupert Emerson, *From Empire to Nation*, USA, 1960 (excerpt)
- Abimael Guzman, “We Are the Initiators,” Peru, 1980

**Week 3: July 25 – 29**

Race, Imperialism & Western Civilization
- Michel-Rolph Trouillot, *Silencing the Past*, Ch. 5 (abridged)
- Declaration of Independence, Haiti, 1804
- Juan de Alberdi, *Immigration as a Means of Progress*, Argentina, 1853
- José Vasconcelos, *The Cosmic Race*, Mexico, 1920
- George Orwell, “Shooting an Elephant,” England/Burma, 1936

**Week 4: August 1 – 5**

Free Your Mind
- Sigmund Freud, *Interpretation of Dreams*, Austria, 1899 (excerpt)
- Andre Breton, “The Surrealist Manifesto,” France, 1942
Surrealist artworks
Franz Fanon, *Black Skin, White Masks*, Algeria, 1952 (excerpt)

**Week 5: August 8 – 12**

**Women, Sexism, and Feminism**
- Lila Abu-Lughod, *Do Muslim Women Need Saving?*, 2013 (excerpt)
- Katherine Marino, *Feminism for the Americas*, 2019 (excerpt)
- Teresa González de Fanning, “Concerning the Education of Women,” Peru, 1898

**Week 6: August 15 – 17**

Final Paper (No additional readings)