

H114 (4569) Western Civilization II
Fall Semester 2006
IUPUI

Instructor: Professor Dana M. Ohren, Ph.D.
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Course Meeting: Monday/Wednesday 10:30-11:45am, CA 221

Office Hours: Wednesday 9-10am or by appointment

Required Readings: Jackson J. Spielvogel *Western Civilization Volume C. Since 1789*.
Sixth Edition
Erich Maria Remarque, *All Quiet on the Western Front*

Course Themes and Objectives:

This course provides students with an introduction to a history of Western Civilization from the French Revolutionary era to the present. Through the centuries we will examine how Europeans lived, what they thought, and how they sought to gain dominance over each other. Specific events and concepts we will explore include the French Revolution, industrialization and its effects on society, the extension of democracy, the rise of the bureaucratic state and the modern nation-state, World War One, World War Two, the Cold War, and of course, all of those “isms,” such as liberalism, socialism, nationalism, fascism, and imperialism. While journeying through our study of Western Civilization, we will consider the following issues: the role of the state in society; the interplay between politics, war, and culture; the role of international relations in shaping modern history in the West; and finally, the formation of overlapping and competing national, class, political, and religious identities.

In addition to our text, we will read primary source documents and one novel so that you can practice “deep reading” and understand the importance of perspective for those who wrote the documents as well as for those who read them decades and centuries later.

The course is designed around a lecture and reading format to help strengthen your listening and reading comprehension skills. We will also watch videos and hold in-class discussions. Questions and discussion are encouraged and will be considered, along with attendance, as part of your effort grade. The course has been designed to incorporate the skills required by the university's "Principles of Undergraduate Learning." (For more information please see http://www.iport.iupui.edu/teach/teach_pul.htm).

Assignments and Grading Policy:

Attendance and Effort:	20%
Take-Home Essay:	15%
Quizzes (3):	15% (5% each)
Midterm Exam:	25%
Final Exam:	25%

You will take one midterm and one final exam in this course. They will consist of several identification or “ID” essays and one longer essay. Periodically, I will give short ID quizzes to give you the opportunity to practice in-class essay writing.

IDs will be based on readings and lectures and require you to write a paragraph (approximately six or seven sentences) about a given term. The term may be a person, event, or concept. In these paragraphs, you should define the term in place and time (who, what, where, when, and why). This type of assignment will not only help you learn to communicate information in a concise manner, but also strengthen your comprehension skills by breaking down the information into smaller units. This last issue is particularly important as students have often told me that they have trouble in history courses because the material just seems to be long lists of names, dates, and events. Writing ID paragraphs will allow you to organize better and therefore remember information better.

In each ID essay, you should explain why this particular person, event, or concept is significant or how he, she, or it is related to larger themes in history. In doing so, you will begin to answer the question “why” and make connections between individual terms and broader concepts and movements in history. Also, in thinking about why a specific term is significant, you will be working on your analytical and critical thinking skills.

ID paragraphs are the building blocks of longer essays. In this course you will write several longer essays. Such essays are evaluated according to organization (we will work on writing outlines together in class), what information you have chosen as essential to answering the question, how well that information is presented, and finally does the essay answer the given question. In doing so, we will be emphasizing the importance of always basing historical interpretations on evidence.

Grade Explanations

A Outstanding work. Student’s work demonstrates that the student has mastered course materials. In-class and take-home essays show the ability to synthesize and analyze course materials, and all analyses are based on evidence as provided in readings and lectures. Essays are well organized and consistently connect individual terms to other historical events and processes as well as course themes.

B Above average. Student’s work demonstrates an understanding of course materials, but displays some difficulty organizing materials or placing terms in the broader context of historical events and processes or course themes.

C Average. Student’s work demonstrates an understanding of most course materials, but does not integrate lecture and reading materials well. The student’s work also displays a difficulty organizing material and/or placing terms in the broader context of historical events and processes or course themes

D Below Average. Student’s work shows a lack of understanding of course materials and other serious weaknesses in both synthesizing and analyzing materials.

F Failing Grade. Student’s work fails to meet the minimum requirements and demonstrates a clear lack of understanding of course materials.

Attendance Policy:

Attendance is mandatory and will be taken on a regular basis. If you need to miss a class, inform me ahead of time or immediately afterwards and provide documentation for why you missed. Otherwise, your absence will be considered unexcused. For every unexcused absence beginning with your fourth, your overall grade will be lowered by a third of a grade (from a B+ to a B or from a C to a C-).

Students are responsible for classes they do not attend. You should ask a classmate for his/her notes and contact me if you have any further questions.

All quizzes and assignments are announced on the course schedule. You will not be able to make-up a quiz or exam or hand in a late assignment if your absence is unexcused.

Drop/Add, Withdrawals, and Incompletes

For IUPUI's policy regarding drop and add dates, see <http://registrar.iupui.edu/drop.html>; for withdrawals, see <http://registrar.iupui.edu/withdraw.html>; and for incompletes, see <http://registrar.iupui.edu/incomp.html>.

Academic Conduct:

Guidelines for what constitutes academic misconduct, including cheating, fabrication, plagiarism, and other cases and how such situations will be handled are in *The Code of Student Rights, Responsibilities, and Conduct*. The Code is online at:

<http://bulletin2000.iupui.edu/introduction/code.html>.

*All cell phones are to be switched to a silent, vibrate mode during class time. If a student receives and needs to answer a call, s/he should leave the classroom so as not to disturb classmates.

Student Disabilities

If you have special needs that require modification of instruction or in-class assignments, please notify me and contact the Office of Adaptive Education Services at IUPUI. To view requirements and services, please go to the Office's website at <http://life.iupui.edu/ases/>, call (317)274-3241 [TDD/TTY: (317)278-2050], or e-mail ases@iupui.edu.

Oncourse

I will regularly post course related materials, such as maps and other visual aids, on oncourse. Please be aware that these materials do not replace attending class or reading the text.

Contacting Me

In addition to office hours, I will check my e-mail account daily with my last check-in being at 9pm.

Course Schedule

You should complete your reading assignments before the class period for which they are shown on the schedule.

Week 1: Introduction

W (8/23): Introduction to Western Civilization II

Week 2: The French Revolution and Napoleonic Age

M (8/28): Ouncourse on Enlightenment Thinkers (under “Resources) and Spielvogel, 532-552

W (8/30): Spielvogel, 552-561

Week 3: The First Industrial Revolution

M (9/4): No Class for Labor Day

W (9/6): Spielvogel, 562-588

***In-Class Quiz One**

Week 4: Some New “isms:” Liberalism, Nationalism, and Socialism

M (9/11): Spielvogel, 589-603

W (9/13): Spielvogel, 603-619

Week 5: More “isms:” Nationalism, Marxism and Darwinism

M (9/18): Spielvogel, 620-638

W (9/20): Spielvogel, 638-650

***In-Class Quiz Two**

Week 6: Modernity and its Discontents

M (9/25): Spielvogel, 651-680

W (9/27): Spielvogel, 681-701

Week 7: Review and Midterm

M (10/2): Review

W (10/4): **Midterm**

[Begin reading *All Quiet on the Western Front* over the weekend]

Week 8: To Conquer and “Keep Up”

M (10/9): Spielvoegl, 701-716

[*All Quiet on the Western Front*]

W (10/11): Spielvogel, 717-722

[*All Quiet on the Western Front*]

Week 9: The Great War

M (10/16): Spielvogel, 722-736

[*All Quiet on the Western Front*]

W (10/18): *All Quiet on the Western Front* in class discussion

Week 10: The Consequences of War

M (10/23): Spielvogel, 736-743

****Take-Home Essay Due in Class**

W (10/25): Spielvogel, 744-749

Week 11: Interwar Europe I

M (10/30): Spielvogel, 750-758

W (11/1): Spielvogel, 758-771

Week 12: Interwar Europe II

M (11/6): Spielvogel, 771-781

***In-Class Quiz 3**

W (11/8): Spielvogel, 782-790

Week 13: World War Two

M (11/13): Spielvogel, 790-796

W (11/15): Spielvogel, 797-803

Week 14: The Homefront and Politics of War

M (11/20): Spielvogel, 803-813

W (11/22): No Class Thanksgiving Break

Week 15: The Cold War

M (11/27): Spielvogel, 814-837

W (11/29): Spielvogel, 837-849

Week 16: European Integration and Disintegration

M (12/4): Spielvogel, 850-867

W (12/6): Spielvogel, 867-885

Week 17 Review

M (12/11) Review

M (12/18) Final Exam 10:30am-12:30pm