Syllabus: H114 (Subject to Change)
History of Western Civilization II: Fall 2006
Tuesday/Thursday
12:00-1:15: CA 221 (4574)/1:30-2:45: CA 215 (4576)

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Tues./Thurs.: 3:00-5:00
and by appointment

Required Texts:

Course Description
This course is intended to provide an introduction to the process of modernization and state formation in the western world during the two hundred and fifty years between the end of the European religious wars in the 17th century and the end of World War II and the beginnings of the Cold War. Framed by “big questions” and organized around major themes, the emphasis will be on the rise and eventual decline of European global dominance and influence and the interconnections between technological change, intellectual innovation, and the development of modern society. The problems associated with this development are explored in the study of evolving social, economic, and political systems (as they embodied contested notions of individual liberty and civil freedom) and the various revolutions they inspired. Cultural, social, and ideological conflicts (as well as two world wars), as both causes and symptoms of this process of modernization, will also be examined. The course concludes with an examination of the decline of European power in the face of an “Americanized” global economic system after the end of World War II, the Soviet-American confrontation of the Cold War, the emergence in the West of the social welfare state, and the “New World Order” that was presumed to have emerged with the collapse of the Soviet Union in 1991.

Course Objectives
The aim of this course is to increase your understanding of how the social, political, cultural, and economic foundations of your world were created. The course is also designed to provide you with an introduction to the skills required by the university's “Principles of Undergraduate Learning” (for details and further information on the PUL go to [http://www.iupui.edu/~history/ugprinciples.html](http://www.iupui.edu/~history/ugprinciples.html)). Lectures and exams will introduce you to facts, concepts, themes, and terms that will allow you to understand the importance of this period while giving you the historical context for a better understanding of how your society and world works. The writing assignments, based on readings of primary sources, will enable you to develop your reflective, critical, and analytical abilities. In-class participation and discussion will enable you to sharpen your communication skills as well as your capability to efficiently and spontaneously summarize, categorize, interpret, and evaluate information. This part of the course also allows you to make a vital and necessary contribution to how topics and issues are brought into focus in each class.
Course Requirements
1. Test One: 20%
2. Test Two: 25%
3. Book Essay (format and questions TBA): 30%
4. Participation in two book discussion sessions: 15%
5. General Participation Grade (considers regular attendance and in-class contributions/questions; includes submission of six “Document Analysis Papers): 10%

Grading System and Policy
Course work and your final grade will be graded on the standard 100-point scale. In areas of evaluation where the grade is not strictly calculable numerically (i.e., participation and response papers) the grade will be the highest within that range (i.e., a B+ will be calculated as an 89). An A-range grade evaluates work that goes substantially beyond the formal outlines of the assignment by showing marked originality, creativity, and strength of argument, organization, and conception. A B-range grade evaluates work that fulfills the assignment with noticeable, but not thorough, attention paid to these ideas. Such work might also include flawed reasoning and organization as well as stylistic problems (sentence structure, spelling, vocabulary, use of scholarly conventions, etc.). A C-range grade evaluates work of genuine effort that largely fulfills the assignment but displays substantial weaknesses in several of the above areas. D-range work is evaluated as meeting the bare minimums of the assignment in a perfunctory fashion. Obviously, an F grade indicates complete failure to fulfill the assignment. 

You are graded and evaluated according to my evaluation and judgment of your participation in class, your willingness to ask questions during lectures (there are no stupid questions), the quality of your preparation for, and fulfillment of, assignments, and your willingness to risk thinking analytically and originally. You are not graded for "effort" and merely showing up each day.

Course Policies
Timely notification of emergencies that force you to miss class, tests, and assignment due dates is required in order to make up tests and submit work assignments past deadline. Unavoidable absences and missed assignments are always negotiable; as a good faith gesture try to keep me informed reasonably in advance of circumstances that will force you to miss lectures (via my office email or through Oncourse email). Lecture outlines, writing assignments, test reviews, film and slide notes, discussion questions and other important information and course material will be posted on Oncourse, so check it regularly. All assignments must be completed for your final grade to be accurately calculated (an A+ on the introductory test, for example, does not give you the option of skipping the map quizzes). Failure to fulfill assignments will be noted as part of your participation grade. Late submission (over 24 hours) of the book essay will be penalized a full letter grade; essays submitted between 24 and 48 hours past the due date will be penalized two full letter grades; essays submitted beyond 48 hours of the due date will not be accepted (unless there are extraordinary and documented circumstances that prevent timely submission). Late papers must be submitted as hard copies; I will not accept late papers via e-mail attachments (when submitting written work via e-mail always ask for confirmation of receipt; if you do not receive this confirmation, notify me immediately). If you are having problems fulfilling the requirements of the course contact me sooner rather than later. The Student Advocate Office (http://www.life.iupui.edu/advocate/) is also available when you need help finding information or dealing with issues that affect your attendance and academic performance. The Student Advocate’s office is in University College Lower Level 002. For general campus policies go to http://registrar.iupui.edu/misconduct.html.
Academic Misconduct

Plagiarism is usually defined as the deliberate theft of someone else's work and passing it off as your own. But inattention, ignorance of scholarly citation conventions, and sloppy note taking can also be construed as plagiarism, even if it is unintentional. Cutting and pasting from web-based sources is plagiarism. The penalty for plagiarism (and all other forms of cheating and deleterious behavior) is an automatic failing grade for the course. Please consult the IUPUI Campus Bulletin for further guidelines and information on plagiarism and other forms of academic misconduct. For the Code of Students Rights, Responsibilities, and Conduct go to http://life.iupui.edu/help/docs/Part_3all.html.

Administrative Withdrawal

A basic requirement of this course is that you will actively engage with your peers and instructor during class and conscientiously prepare for and complete all assignments. If you miss more than half our class meetings within the first four weeks of the semester without contacting me, you will be administratively withdrawn from the class. Our class meets twice per week; thus if you miss more than four classes in the first four weeks, you may be withdrawn, which will make room for students on the waitlist. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. For more details go to http://www.registrar.iupui.edu/withdrawal-policy.html.

Other Important Information

- As general participation in class is part of your final grade, and lecture material not covered in the textbooks is tested on the exams, attendance is important (and it also affects your participation grade). For the same reasons tardiness and leaving class early will also be noted. Unexcused absences will adversely affect your overall participation grade. If circumstances prevent you from devoting the necessary amount of time and effort to be successful in this course, please drop the class as early as possible. For drop/add procedures, go to http://registrar.iupui.edu/drop.html.
- Lecture outlines will be posted on Oncourse no later than the day before the lecture.
- Always bring your textbook to class. In-class discussion is not limited to the discussion sessions. You will need to refer to the textbook during lecture in order to examine and talk about primary sources, artwork, and maps related to the lecture topic. Please study the maps and the questions accompanying them carefully. You need to become familiar with the where, as well as the who, what, when, and why.
- Learning to take effective notes is a skill rewarded by heightened comprehension, increased retention of information, and good grades; the recording of lectures is therefore prohibited barring special circumstances.
- As part of your preparation for each class you must submit a "Document Analysis Paper" answering a question (see the syllabus) dealing with a document or work of art in the assigned readings (these papers must be typed, be approximately two pages in length, and include your name, course number, the date, and the question/document; they will be returned with comments and a grade). You must submit six of these response papers: three before test one and three after. Failure to turn in these papers will lower your participation grade. Please keep track of these papers and submit them in a timely fashion. I will not accept batches of late response papers.
- The readings from the textbook for each week are intended to provide background information for that week’s lectures. Reading the textbook is not an adequate substitute for attending lecture. A significant amount of lecture material is only briefly covered in the textbook or not mentioned at all. You will find the lectures easier to understand if you
read the assigned chapters in advance. The artworks and excerpts from historical documents and in each chapter must be studied as well. The readings (textbook and documents) are directly tied to that particular week’s topic, so they must be read in advance. It is essential that you keep up with the readings. The tests will have material drawn from the textbook that will not always be discussed in class.

• The test format consists of an identification/short answer section covering important terms, people, events, and ideas; a multiple-choice section covering factual information drawn primarily from the lectures; and a short essay section answering a question (or questions) dealing with broad themes and issues. You will be provided with a test format and study guide well in advance of each test. The exams will also include extra-credit questions drawn from the slide presentations and documentaries.

• You can write your book essay on either of the two assigned books (Mill and Fromm), but you must read both and come prepared to the discussion session on each book. The discussion questions for each book will be posted in advance. These questions will also serve as guidelines for your essay.

Class Schedule and Readings

Unit One: “How did the idea of democratic government based on individual rights evolve?” (Absolutism and Revolution, 1648-1815)

Week One
1. Introduction (Th 8/24): Introduction: The Course and the Syllabus

Week Two
2. Lecture 1 (T 8/29): Absolute Monarchy and the Search for Stable Government
   Textbook Readings: Chapter 15
   Documents: Bossuet and Filmer (537)
   Document Analysis Questions: “Why would Bossuet and Filmer’s justification of royal authority as paternal in nature be persuasive in early modern society?”

3. Lecture 2 (Th 8/31): The Scientific Revolution
   Textbook Readings: Chapter 16
   Documents: Galileo (582) and Bacon (587-588)
   Document Analysis Questions: “Why was Galileo’s explanation of how the planets moved a serious threat to the authority of the church?” or “Why, according to Bacon, is it important that mankind ‘to lay their notions by’?”
   Book Essay Format and Discussion/ Guideline Questions for On Liberty posted on Oncourse.

Week Three
4. Lecture 3 (T 9/5): The Enlightenment
5. Lecture 4 (Th 9/7): The French Revolution
   Textbook Readings: Chapters 17-18
   Documents: Raynal (606) Declaration of the Rights of Man (641); de Gouges (642); Burke (646)
   Document Analysis Questions: “How did the ‘commercial revolution’ that Raynal influence a view of civilization as a dynamic rather than a static order?” or “De Gouges accuses the authors of the Declaration of the Rights of Man of being hypocrites. Why?” or “Why does Burke find the whole idea of universal rights absurd?”
   Slide Presentation One Outline posted on Oncourse
Week Four
6. Slide Presentation 1 (T 9/12): Revolution and Public Space
7. Lecture 5 (Th 9/14): The Impact of the French Revolution
Textbook Readings: Chapter 19 (668-683)
Documents: Ure and Engels (674-675)
Document Analysis Questions: “What key social benefit does Ure see in industrialization? What key social danger does Engels identify?”

Unit Two: “How did the nation emerge as the preeminent form of political, social, and economic organization?” (The Rise of the Nation-state, 1815-1918)

Week Five
8. Lecture 6 (T 9/19): The Restoration of Pre-Revolutionary Europe
Textbook Readings: Chapter 20
Documents: Marx and Tocqueville (737-738)
Document Analysis Questions: “Why does Karl Marx praise and justify the ‘ugly revolution’ in Paris in June of 1848? Why does Tocqueville see something new and unprecedented in this revolution?”
Slide Presentation Two Outline posted on Oncourse

Week Six
10. Lecture 7 (T 9/26): Nationalism and State Building
Textbook Readings: Chapters 19 (684-702); 21-23
Documents: The Political Creed of the National Society (758-759)
Document Analysis Question: “Why did Italian nationalists view a unified nation-state as the best means of fostering human happiness and prosperity?”

Week Seven
12. Lecture 8 (T 10/3): Mass Society and Imperialism
13. Lecture 9 (Th 10/5): Modernity and the Critique of Progress
Textbook Readings: Chapter 23 (831-856)
Documents: Kipling (807-808); Drumont (832); Darwin (846)
Document Analysis Questions: How does Kipling define the ‘White Man’s Burden’? Why does the letter to The Nation find the poem ‘sickening’?” or “How does Drumont connect the Jews to what he sees as the destructive forces of the modern world?” or “How could Darwin’s biological theory of ‘The Struggle for Life’ provide scientific justification for social inequality and exploitation?”
Test One Format and Review posted on Oncourse; Discussion/Guideline Questions for Escape from Freedom posted on Oncourse

Unit Three: “How did radical ideologies lead to war, genocide, and political conflict?” (The Violent Twentieth Century)

Week Eight
14. Test One Review (T 10/10)
15. Test One (Th 10/12)
Week Nine
16. Lecture 10 (T 10/17): World War One
17. Film One (Th 10/19): TBA
Textbook Readings: Chapter 24 (860-881)
Documents: Brittain (879)
Document Analysis Question: “Why is Brittain’s wartime realization that ‘no life is really private’ so shocking to someone born in the late nineteenth century?”
*Slide Three Outline posted on Oncourse*

Week Ten
18. Lecture 11 (T 10/24): Peace and Revolution
19. Slide Presentation 3 (Th 10/26): Weimar Culture
Textbook Readings: Chapter 24 (882-894)
Documents: Map: Territorial Changes in Europe and the Near East after World War I (892)
Document Analysis Questions: “Studying the map of post-1918 Europe, compare the territorial reorganization of Central Europe to that of the new territories in the Middle East. Why did the partitioning of the old Ottoman Empire violate President Wilson’s principle of ‘self-determination’?”

Week Eleven
20. Lecture 12 (T 10/31): Democracy and Capitalism in Crisis
Textbook Readings: Chapters 25 and 26 (930-956)
Documents: National Socialist Campaign Pamphlet (916)
Document Analysis Questions: “How did the Nazi campaign message appeal to the grievances of as many German voters as possible? Was this message logically consistent?”

Week Twelve
22. Film 2 (T 11/7): TBA
23. Lecture 14 (Th 11/9): The Holocaust and Genocide
Textbook Readings: Chapter 26 (956-967)
Documents: The Holocaust: Two Perspectives from the SS (952-953)
Document Analysis Question: “What sincere, if warped, set of convictions allowed Himmler to declare the mass murder of the European Jews ‘a glorious page in [German] history’?”

Week Thirteen
24. Film 3 (T 11/14): TBA
25. Lecture 15: (Th 11/16): World War II: 1941-1945
Documents: The Atomic Bomb and Its Implications (963-964)
Document Analysis Question: “Why did the scientists believe that the use of this particular weapon raised moral questions that other weapons of modern war (such as the firebombing of German and Japanese population centers) did not?”

Week Fourteen

Thanksgiving Recess (11/22 – 11/26): No Classes
Week Fifteen
28. Lecture 16 (Th 11/30): The Post-War Settlement and the Cold War
   Textbook Readings: Chapter 27
   Documents: Gandhi (992); Fanon (1003)
   Document Analysis Questions: “How was Gandhi’s concept of ‘passive resistance’ intended to expose the injustice and illegitimacy of colonial rule?” or “Why does Fanon believe that the only language that the colonial powers understand is violence and therefore the way that the ‘last shall be first’ is through violence?”
   Test Two Format and Review Guide Posted on Oncourse

Week Sixteen
29. Lecture 17 (T 12/5): The New World Order and the End of History; Book Essay Due
30. Test Two Review (Th 12/7)
   Textbook Readings: Chapter 28
   Documents: Vaculik (1028)
   Document Analysis Question: “How does Vaculik distinguish between old socialist ideals, based on Marx, and the reality of Stalinist Communism?”

EXAM SCHEDULE

- Section 0600/Class Number 4574 (12-1:15): Test Two is in CA 221 on Thursday, December 14, 1:00 – 3:00.
- Section 0800/Class Number 4576 (1:30-2:45): Test Two is in CA 215 on Tuesday, December 12, 3:30-5:30.