

IUPUI
Spring 2007

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History H114
Western Civilization 2

Sect. 20140
12:00-1:15 MW
CA 215

This course has the following three goals: 1) to give the students an over-view of the development of Western Civilization from approximately 1500 to the present; 2) to provide the students with a sense of what “doing history” entails; and 3) to foster the critical, analytical, and communicative skills of the students, through extensive reading and writing assignments. By the end of the course, the students should be able to describe effectively the basic development of Western Civilization from the Reformation to the contemporary world order, and to evaluate critically the sources upon which historical portrayals of Western Civilization have been based. Furthermore, students should be able to reflect on how Western traditions have impacted, and continue to impact, life in the West today. Thus this course contributes to, and indeed is based on, IUPUI’s Principles of Undergraduate Learning. The exams, assignments, and final essay (see below) are designed to develop and test the students’ communication and quantitative skills, their critical thinking, their ability to integrate and apply their knowledge, their intellectual depth, breadth, and adaptiveness, their understanding of society and culture, and their values and ethics. This is not a course that seeks only to impart information. This is a course that by design focuses on the creation of meaning in the past, and how that creation of meaning in the past relates to present-day meanings. Reflection on and analysis of the sources as well as the self is the primary requirement for success in this course. History is not a “thing of the past”, but a “thing” of the present. The ways in which it is so are the foundation upon which this course is based, and are analyzed as much as they are taken as givens. The over-all goal for the course is that students will not only develop their communicative and analytical skills, but will also gain intellectual depth and breadth in reflecting on the values and ethics of the past as a “sounding board” for the values and ethics of today in coming to a deeper and broader understanding of the society and culture of the past and of the present, and how that past has impacted and continues to impact themselves and their worlds.

Required Texts

- Steven C. Hause and William Maltby., *Western Civilization. A History of European Society*. Vol. 2: Since 1550. 2nd Edition. Wadsworth: Belmont, CA, 2005.
- John Locke, *Two Treatises of Government* and *A Letter Concerning Toleration*. Ed. Ian Shapiro. Yale University Press: New Haven, 2003.
- Jean Rousseau, *The Social Contract*
- Karl Marx, *The Communist Manifesto*
- Friedrich Nietzsche, *Beyond Good and Evil. Prelude to a Philosophy of the Future*. Trans. and ed. Walter Kaufmann. Vintage Books: New York, 1966; 1989.
- Sigmund Freud, *Civilization and Its Discontents*. The Standard Edition, with a Biographical Introduction by Peter Gay. Norton: New York, 1961/1989.

Organization

The course is organized into three distinct, but integrally related components: 1) The textbook; 2) the lectures and discussions; and 3) the sources. The lectures are designed to compliment, supplement, and comment on the required texts. Examinations and grading will be based on all three components. You will not pass the course if you ignore any one of the three.

Grading

The final grade will be given based on the following:

1) One mid-term examination:	100 points
2) One Group Project:	100 points
3) One 5-7 page essay:	100 points
4) Final examination:	200 points
 Total for course:	 500 points

The mid-term examination will consist of the following: 20 multiple choice questions, each worth 1 point, and two essay questions, each worth 40 points. Please note well that the textbook, the sources, and lectures will be represented in each part of the exam. The final will consist of two parts: 1) a 10-12 page take-home essay (see the “Guide to Writing the Final Essay” below), worth 100 points, due on the day of the final; and 2) an in-class exam, consisting of 50 multiple choice questions, each worth 2 points.

Oncourse

This course uses Oncourse for much of its administration. If you do not know how to use oncourse, you are strongly urged to contact the University Information Technology Services to learn how, and please notify me as well. Students are expected to check Oncourse regularly for course announcements and communications, as well as assignments.

Attendance

I expect each and every student to attend each and every lecture. More than three absences will result in a loss of 25 points; more than six absences will result in a loss of an additional 50 points. Excused absences must be cleared with me. Only the most extraordinary of circumstances will excuse more than three absences.

Policy on Cheating

Please note that I will not tolerate cheating, and will punish any student caught cheating with the full severity allowed me by IUPUI regulations, in keeping with the code of Student Conduct. I view cheating any of the following: 1) Plagiarism of any kind, by which I mean: copying all or part of another student’s paper; handing in papers written for you by someone else; failure to properly footnote direct quotations, paraphrased passages, or opinions of other scholars (including authors of Cliff Notes and other such study aids) in essays written outside of class. Plagiarism also consists of using material from the WWW without using quotation marks and proper citation. Plagiarism is easy to detect. Do not do it! If you have any questions whether you are plagiarizing material, please ask me about it before hand! Once a paper is turned in, it is too late and the paper, if plagiarized, is subject to the penalties mentioned above; 2) collaborating on any in-class exam; 3) copying the answers of any other student during an in-class exam. In short, **DO NOT CHEAT AND DO NOT PLAGIARISE! YOU WILL BE CAUGHT AND PUNISHED!**

Schedule of Lectures and Assignments

Week 1

M Jan. 8: Introduction: History and Postmodernity

M Jan. 10: From Mesopotamia to Modernity

Assignments: Steven C. Hause and William Maltby., *Western Civilization. A History of European Society*. Vol. 2: Since 1550. 2nd Edition. Wadsworth: Belmont, CA, 2005, (hereafter cited as *WC*), pp. xxix-328.

Week 2

M Jan. 15: Martin Luther King Jr. Day—No Class

W Jan. 17: The Reformation of Church and State

Assignments: *WC*, pp. 328-342.

Week 3

M Jan. 22: John Calvin: The Father of Modernity

W Jan. 24: Confessionalization

Assignments: *WC*, ch. 15

Week 4

M Jan. 29: Th Crumbling of Christendom and the Emergence of the Early Modern State

W Jan. 31: The Scientific Revolution

Assignments: *WC*, ch. 16

Week 5

M Feb. 5: The Absolute State

W Feb. 7: John Locke

Assignments: *WC*, chs. 17 and 18; John Locke, *Two Treatises of Government and a Letter Concerning Toleration*

Week 6

M Feb. 12: The Enlightenment and the End of the *ancien régime*

W Feb. 14: No Class—Work on Group Projects

Assignments: *WC*, chs. 19 and 20; Rousseau, *The Social Contract*

Week 7

M Feb. 19: Group Presentations: Human Rights

W Feb. 21: Group Presentations: Human Rights

Assignments: *WC*, ch. 21

Week 8

M Feb. 26: Group Presentations: Human Rights

W Feb. 28: Group Presentations: Human Rights/Review for Mid-term

Week 9

M March 5: Mid-term Exam

W March 7: Karl Marx

Assignments: *WC*, chs. 22-24; Marx, *The Communist Manifesto*

Group Projects Due Wednesday, March 7

Week 10

M **March 12: Spring Break—No Class**

W **March 14: Spring Break—No Class**

Week 11

M March 19: Nietzsche: Prophet or AntiChrist?

W March 21: Freud's Cigar

Assignments: *WC*, chs. 25 and 26; Nietzsche, *Beyond Good and Evil*; Freud, *Civilization and Its Discontents*

Week 12

M March 26: All Quiet on the Western Front: WWI

W March 28: Between the Two Wars and the Rise of Hitler

Assignments: *WC*, chs. 27 and 28

Week 13

M April 2: *Triumph des Willens*

W April 4: *Triumph des Willens*

Assignments: *WC*, ch. 29

Week 14

M April 9: Wall? What Wall? The Reconstruction of Europe and the Cold War

W April 11: The Impact of the Truman Doctrine: Korea, Cuba, Vietnam

Assignments: *WC*, chs. 30 and 31

Essay on Hitler Due: Monday, April 9

Week 15

M April 16: Berkeley in the 60s

W April 18: Berkeley in the 60s

Week 16

M April 23: Postmodernism

W April 25: The EU and the New World Order

Assignments: *WC*, ch. 32

Week 17

M April 30: So What?

END OF CLASSES

FINAL EXAM: Wednesday, May 2, 10:30 A.M.-12:30 P.M.

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HIST-H114
Western Civilization II

Sect. 8554
Dr. E.L. Saak

Group Project

Declaration of Rights

One of the foundations of modernity in the west is the recognition of human rights. From the American and French Revolutions to the establishment of the European Court for Human Rights, human rights have set the agenda for the modern west. Yet so often it is not clear what precisely a “right” is or to whom it applies. Are there universal human rights? If so, how can they be ensured and/or enforced? If not, where do rights come from and for whom?

The Group Project for this class is to compose a Declaration of Rights. It is to consist of the following:

- 1.) a preamble;
- 2.) articles.

In the preamble you will need to address, in some fashion, the following:

- 1.) the philosophical parameters of the articles;
- 2.) the political parameters of the articles;
- 3.) the historical parameters of the articles.

The philosophical parameters refer to such issues as to whether rights are “things” we/humans are born with, or whether they are granted to us and by whom/what; what is a “right” in the first place?

The political parameters refer to the present day setting. What are the rights that you feel are essential for us today? Why?

The historical parameters refer to the tradition of human rights, beginning in the 18th century.

To help you in this assignment, in addition to the textbook and Locke, I have assigned the following readings:

- 1.) the Declaration of the Rights of Man and of Citizen, 1789;
- 2.) the Declaration of the Rights of Woman and of Citizen, 1791;
- 3.) the Universal Declaration of Human Rights, 1948

- 4.) the International Covenant on Social, Economic, and Cultural Rights, 1966/1976;
- 5.) Report of the ACLU on Dissent After 9/11.

These readings can be found on Oncourse, in the section 'Assignments', in the file Declaration of Rights as attachments. You will need to show, in some fashion, that you have taken these readings into account. You can do this explicitly in the preamble, or, you can include an additional appendix, in which you show how your Declaration of Rights relates to these documents.

I encourage you to work in groups. A group can be a single individual, but I would think 4 to 5 members would be optimal.

You will be asked to present your Declaration of Rights to the class. The class will then discuss the various Declarations. You will then have until the following Wednesday, March 7, to revise your document. On Wednesday March 7, the Declarations are due, and are to be handed in in class. Each member of your group is to sign the document. They will then be graded and recorded. The grade/credit will be assigned to all the members of the group.

There is no specific length requirement for this assignment. I would think, however, that three pages as a minimum would be required. There is no maximum limit.

You are most welcome to email me with questions about this assignment. The point is to develop a set of rights for which you would be willing to fight, and which you feel should not be infringed at any cost. The point is not to construct a constitution, or to work out how these rights are practically worked out. Disagreements over how the rights are to have effect and how best to achieve their security is most acceptable. Your group does not have to be unanimous on political policy views at all, or on political platforms. For example: you could list as one of the articles (i.e., as one of the rights), the right to live free from the fear of terrorism. The problem with ensuring that, then, would be what does that mean in terms of the current war, etc., etc.; what does that mean in terms of other rights? The point to is to make a set of universal rights, rights based on the immediate context of today, but yet are, or are arguably, valid for anyone and everyone.

Again, if there are any questions, please to do hesitate to contact me. Good luck!

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Essay

The essay assignment is to read, analyze, and write a 5-7 page essay on the speech by Adolf Hitler posted on oncourse under assignments as an attachment. This assignment is due Monday, April 9.

What I want from the essay is:

1. a summary of Hitler's main points and platform
2. a contextual discussion; when did he give this speech, what was going on at the time in Germany, in Europe, etc.;
3. how does Hitler "sell" his platform? How does he use rhetoric?
4. what does this speech tell us about Germany in 1937?

The point is to comment on this speech in a critical fashion (i.e., analytical), and to do so in terms of 1937. Do not appeal to later developments, meaning, do not analyze his speech in light of later developments (e.g.: do not say something like: here we see the nucleus of what would become Hitler's "Final Solution"). Try to place yourself in Europe in 1937. What was Hitler's appeal? Was he effective?

Use your textbook, especially chapters 28 and 29, for the context (though you are welcome to use any and all sources you might want, within the context of the parameters for the assignment given above; meaning, you could, for example, use a recent study of Hitler and his rise to help your analysis, but keep the historical perspective, i.e., of not going past 1937, so to speak, if this makes sense). Do know chapters 26 and 27 well!

The essay is to be typed, double-spaced in standard font, and all reference should be accurately cited. No electronic submission of the essay will be accepted.

Again, if there are any questions about this assignment, please do not hesitate to ask!
Good luck!

Guide to Writing the Final Essay

As stated above on the syllabus, part of the final is a take-home essay. The essay for the final is given here below. You are strongly encouraged to work on this essay throughout the semester. The essay must be typed/printed, double-spaced in standard font (e.g.: CG TIMES, TIMES NEW ROMAN). Your essay will be graded on form as well as content. It must be well written, without spelling or grammatical errors. The essay should be approximately a minimum of 10-12 pages, though no maximum limit is given. The essay should be answered based on the course material, namely, the lectures, the textbook, and the source readings. Your essay should have a strong argument, supported with evidence, namely, detail and reference to the sources. There is no right or wrong answer on this essay. The essay will be graded based on how well you analyze the course material and apply it to the question below. Be sure to argue your case, and to base your argument on the course material, and particularly on the sources. When quoting from the textbook, the readings, or from the lectures, please give references/citations in parenthesis. If you have any questions about this assignment, please do not hesitate to see me! Good luck!

Final Essay:

Modernity came at a cost. So too has Post-Modernity. Yet the basis of the political, social, and cultural traditions of “the West” today is still the intellectual position of inalienable human rights, which were themselves a “discovery” of the Enlightenment. The question we face, therefore, is how can a modern idea serve as the foundation for a post-modern world? After Marx, Darwin, Nietzsche, and Freud, after the Holocaust and the Atom Bomb, we must also question the conception of the human individual that human rights have been based upon. What is the foundation for human rights in a post-modern world? And what implications does a post-modern understanding of the individual have for the foundation of human rights and the political, social, and cultural traditions of “the West”? Or is the very idea of “the West” itself one that only increasingly reveals itself as ideology in the post-modern global culture? In other words, if western civilization was defined by early modern and modern paradigms, what value does the concept of western civilization have in a post-modern paradigm? Is “the West” a concept “western civilization” must abandon as part of the cost of post-modernity? Offer answers to these questions based on a discussion of the development of the western tradition from approximately 1500 to 2007, tracing in particular the political, social, and intellectual contexts of the evolving relationship between the individual and government.