

**Syllabus H114 (subject to change)**  
**History of Western Civilization II: Summer I 2007**  
**Section 7405**  
**Mondays, Tuesdays, Thursdays 3:30-5:45: BS 3018**

Professor Kevin Cramer  
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Cavanaugh 503M  
Mon/Tu/Th: 11:00-  
12:00  
and by appointment

Required Texts:

1. Judith Coffin, Robert C. Stacey, *Western Civilizations: Their History and Culture*, Vol. II, 15<sup>th</sup> edition (W.W. Norton, 2005).
2. George Orwell, *The Road to Wigan Pier* (Harvest/Harcourt, 1958).

Course Description

This course is intended to provide an introduction to the process of modernization and state formation in the western world during the five centuries between the opening of the New World and the fall of the Berlin Wall (1500-1989). Framed by “big questions” and organized around major themes, the emphasis will be on the European impact on the rest of the globe 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 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, and the emergence in the West of the social welfare state.

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 [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 assignment, based on a reading of a contemporary memoir, 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. Mid-Term Exam (25%)
2. Final Exam (35%)
3. Book Essay [Format and Guidelines TBA] (30%)
4. General Class Participation and Attendance/Participation in discussion sessions (10%)

## Grading System and Course Policies

Course work will be graded on the traditional 100-point scale.

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. Where grades cannot be exactly calculated numerically, as in the readings quizzes and participation, you will be given the highest numerical value for that grade range; for example, a B would be calculated as an 86. *You are graded and evaluated according to my judgment of your participation in class, your willingness to ask questions or raise issues during lectures, the quality of your preparation 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.*

Make up tests will only be offered in emergencies (and given on the *next* available class day) and are conditional on timely notification of the crisis. As a gesture of good faith (and all problems are negotiable), please keep me informed reasonably in advance of circumstances that will force you to miss lectures and be prepared to present documentation. Lecture outlines, writing assignments, test reviews, film and slide notes, and other important information and course material will be posted on Oncourse, *so check it regularly*. **Unless there are extraordinary and documented circumstances that prevent timely submission, overdue book essays will not be accepted (nor will e-mail attachments).** Failure to turn in assignments or take tests will be noted as part of your participation grade.

Since this course compresses an entire semester into six weeks, regular attendance is crucial to your success. Excused absences will be granted only if you provide reasonable documentation and/or explanation. Perfunctory participation in the discussion sessions, or non-participation, will also adversely affect your participation grade.

Emergencies causing late submission of the take-home exams must be discussed as soon as possible with the professor. Without prior agreement, late submission (over 24 hours) of the term paper/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 will not be accepted beyond 48 hours of the due date (unless, as noted, there are extraordinary and documented circumstances that prevent timely submission). Essays must be submitted in-class and as hard copies; I will not accept late papers via e-mail attachments. If extraordinary circumstances prevent completion of required work, and only if at least 75% of the work has been completed at a passing level, an incomplete will be given. Incompletes are rarely given and are only offered if the student engages in timely and good faith discussions with the instructor regarding the situation.

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>. When life's other

commitments and stresses threaten to derail your academic performance, another resource is the IUPUI Counseling and Psychological Services (CAPS). This program evaluates for learning disorders and ADHD; minimal fees are charged for counseling and testing. CAPS is located in UN418. For more information visit <http://life.iupui.edu/caps>, or call them at 274-2548.

### 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 penalties for plagiarism (and all other forms of cheating and deleterious and disruptive in-class behavior) can include an automatic failing grade for the course (in addition to whatever institutional penalties may be assessed). 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://www.iupui.edu/code>. These IUPUI policies will be enforced.

Academic integrity also includes respect for individual differences and points of view. In and out of the classroom, students are expected to respect other students and their opinions regardless of race, ethnicity, gender, age, religion, or sexuality.

### Administrative Withdrawal

Because lecture material not covered in the textbooks is tested on the exams, attendance is important. Reading the assigned texts is not an adequate substitute for attending lecture. For the same reasons tardiness and leaving class early will also be noted. 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>. Timely and good faith notification of emergencies that force you to miss class, exams, and assignment due dates is required in order to make up tests and submit work assignments past deadline. Unavoidable absences and missed assignments are negotiable; provided that you keep me informed reasonably in advance of circumstances that will force you to miss lectures (via my office email or through Oncourse email) and that you provide documentation demonstrating legitimate reasons for being absent.

A basic requirement of this course is that you will actively engage with your peers and instructor during class and the discussion sessions and conscientiously prepare for and complete all assignments. If you miss more than half our class meetings within the first two weeks of the semester without contacting me, you may be administratively withdrawn from the class to 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 participation in class discussions 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). If you show up every day, but do not, or rarely, participate in discussions, you can expect a C-range grade for participation). For the same reasons tardiness and leaving class early will also be noted. **Because of the short**

**summer semester even a few absences will have a far greater impact on your final grade than would normally be the case.**

- 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.
- 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.
- The readings for each week are intended to provide background information for that week's lectures (you are also often asked to look at images, art, and primary sources in the textbook). 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.

### Class Schedule and Readings

#### **Week One**

1. Lecture 1(Th 5/10): Introduction: The Syllabus/Absolute Monarchy and the Search for Stable Government  
Textbook Readings: Chapter 15  
Discussion Session 1: Bossuet and Filmer (537-538)

#### **Week Two**

2. Lecture 2 (M 5/14): The Scientific Revolution and the Enlightenment  
Textbook Readings: Chapter 16-17  
Discussion Session 2: Galileo, Donne, Bacon, Newton (581, 587-88, 593)
3. Lecture 3 (T 5/15): The French Revolution and the Napoleonic Legacy  
Textbook Readings: Chapters 18  
Discussion Session 3: Burke, Paine (647-648)
4. Lecture 4 (Th 5/17): The Industrial Revolution  
Textbook Readings: Chapter 19  
Discussion Session 4: Ure, Engels (674-675)

*Test One Format and Review Guide and Book Essay Format and Discussion Questions posted on Oncourse*

#### **Week Three**

5. Lecture 5 (M 5/21): Restoration Europe. 1815-1848  
Textbook Readings: Chapter 20  
Slide Presentation 1: Romanticism
6. Lecture 6 (T 5/22): Nationalism and State Building  
Textbook Readings: Chapter 21  
Slide Presentation 2: Nationalist Iconography
7. Lecture 7 (Th 5/24): Mass Society and Imperialism; Test One Review  
Textbook Readings: Chapters 22-23

### Week Four

**Monday, 5-28: Memorial Day Holiday (no classes)**

8. Mid-Term (T 5/29): Mid-Term Exam
  
9. Lecture 8 (Th 5/31): World War I and Revolution  
Textbook Readings: Chapter 24  
Film One: TBA

### Week Five

10. Lecture 9 (M 6/4): Democracy and Capitalism in Crisis  
Textbook Readings: Chapter 25  
Slide Presentation 3: Weimar Culture
  
11. (T 6/5): Book Discussion and Essay Review
  
12. Lecture 10 (Th 6/7): World War II, 1939-1940  
Textbook Readings: Chapter 26 (930-944)  
Film Two: TBA

### Week Six

13. Lecture 11 (M 6/11): World War II, 1941-1945  
Textbook Readings: Chapter 26 (945-973)  
Film Three: TBA  
*Test Two Format and Review Guide posted on Oncourse*
  
14. Lecture 12 (T 6/12): The Holocaust and Genocide; **Book Essay Due**  
Film Four: TBA
  
15. Lecture 13 (Th 6/14): The Post-War Settlement and the Cold War  
Textbook Readings: Chapter 27  
Discussion Session 5: Gandhi, Fanon (993, 1003)

### Week Seven

16. Lecture 14 (M 6/18): The New World Order and the End of History; Test Two Review  
Textbook Readings: Chapter 28
  
17. Last Class (T 6/19): **Test Two**