

History 120C Western Civilization from 1648

Spring 2015

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Office Hours: Monday, Wednesday, 2:00-3:00 p.m.,
or by appointment.

TEXTBOOKS:

Joshua Cole, Carol Symes, Judith G. Coffin, and Robert Stacey. Western Civilizations: Their History and Their Culture. Volume II. Brief Third Edition. New York: W. W. Norton and Company, 2012.

OBJECTIVES:

The student who successfully completes this course will be able to:

1. Identify the key political developments of the past three centuries.
2. Describe the main ideas and the worldview of the scientific revolution and the Enlightenment.
3. Describe the major elements and the role in recent political history of liberalism, socialism, and nationalism.
4. Describe the impact of Karl Marx, Charles Darwin, and Sigmund Freud on the world of the twentieth century.
5. Identify the key events of the two world wars of the twentieth century and assess their importance for the life of the century.
6. Assess modern Christianity within its historical context and consider its relationship to the Christianity of twenty-first-century America.
7. Think historically, i. e. recognize the change in perspective that occurs when one considers issues in terms of development over time, the power of ideas, and the nature of cause and effect.
8. Confront his or her own presuppositions concerning Western history and evaluate their importance in developing a worldview.
9. Engage the task of historical argumentation by the use of clearly stated theses supported by appropriate evidence.

REQUIREMENTS:

1. Attendance and Quizzes: A daily quiz worth four points per class session to a maximum of eighty points. Quizzes will be in two different formats. Those designated "Identification" will use one of the people or terms listed on the class schedule for that day. Points will be given based on the proper identification of when and where the item was important and a statement of its significance within the context of the reading for that day. Those

designated "Discussion" will be an exercise over the same reading assignment from Cole, Symes, Coffin, and Stacey. The format will be a solid paragraph which addresses the question highlighted from the reading, prepared before class. Paragraphs may be submitted by email to mweinert@georgefox.edu or in printed form at the beginning of class. Points will be given based on the thoughtfulness and accuracy of the response and the use of some specific information or detail from the assignment to support the response.

Quizzes shall be written without the use of the textbook, notes, or other previously prepared materials. Because there are twenty-three opportunities to collect these points, any missed due to absence or tardiness may not be made up. Points for quizzes presume being present in class for the entire class session. Paragraphs sent via email must be sent before the beginning of the class session. Points for paragraphs sent via email are contingent on being present in class for the full session on that day.

2. Three examinations (two midterm and one final), one hundred points each.

3. Historical Essay. Develop an essay on the following question, using course readings, course lectures, your course reflections throughout the semester to this point, and any additional outside reading as your sources. Additional guidelines for the assignment will be distributed and discussed in class. Students will present and discuss their findings in discussion groups held on or about March 5. Essays are due at the time of the discussion group with which you meet. The assignment is worth sixty points.

Essay question: Develop an essay in which you make the case for your selection as the most important person of the nineteenth century. Develop your essay with the support of enough background reading to be able to evaluate the person you consider. Obviously, there are many possible persons you might consider, but whatever your choice, be sure to develop a sharply defined thesis.

4. Reading Essay. Each student will select a book which reflects or considers the catastrophes related to the totalitarian political ideologies of the mid-twentieth century. A reading list to choose from will be distributed in class after the first midterm exam. Your book selection is due February 26. Additional guidelines for the assignment will be distributed and discussed in class. Each student will share his or her findings in one of the discussion groups to meet on or about April 14. The assignment is worth sixty points. Assignments are due at the time the discussion group meets.

Note on Discussion Groups: The class will be divided into discussion groups for each of the two papers. Attendance at the discussion is considered to be part of each assignment. The grade for papers of students who miss the appropriate discussion will be reduced. Papers are due at the time of each discussion group. Grades will also be reduced for late essays.

EVALUATION:

Examinations	300 points (100 points each)
Essays	120 points (60 points each)
Quizzes	<u>80</u> points (4 points each)
Total	500 points

Factors such as class attendance and class contributions may be considered in assigning the final grade.

Note: If a student must miss an exam or discussion group due to illness or other emergency reasons, the professor must be notified prior to the scheduled time. (Give me a call on the phone, send an email, or leave a message with the office administrative assistant or on voice mail.) Midterms or assignments in other classes are **not** valid reasons for missing or rescheduling an exam. The University policy for rescheduling final exams will be followed. Any requests for changing a final exam for reasons other than that listed in the University policy must be submitted to the Registrar by the tenth week of the semester.

NOTE ON CLASSROOM TECHNOLOGY USE:

Students are asked not to bring laptop computers or hand-held devices such as smart phones, I-Pads, or Blackberries to class. Students who desire to use such devices for notetaking must speak with the professor. Students who use such devices for activities not related to the class may be asked to leave.

DISABILITY SERVICES:

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to the Disability Services Office. For more information, go to ds.georgefox.edu or contact Rick Muthiah, Dean of Learning Support Services (ext. 2314 or rmuthiah@georgefox.edu).

LEARNING RESOURCE CENTER:

The **Academic Resource Center (ARC)** on the Newberg campus provides all students with free writing consultation, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC, located in the basement of the Murdock Learning Resources Center (library), is open from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. To schedule an appointment, go to the online schedule at arcschedule.georgefox.edu, call [503-554-2327](tel:503-554-2327), or email the_arc@georgefox.edu. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, learning tips, and a list of other tutoring options on campus.

CLASS SCHEDULE

January 13 Introduction: Europe in the Seventeenth Century
Reading: Cole, Symes, Coffin, and Stacey, 354-381.

January 15 Monarchy, Absolutism, and Diplomacy in the Seventeenth Century
Reading: Cole, Symes, Coffin, and Stacey, 354-381.
Identification: Louis XIV Glorious Revolution
 Peter the Great triangular trade

January 20 The Scientific Revolution and the Enlightenment
Reading: Cole, Symes, Coffin, and Stacey, 382-423.
Identification: Isaac Newton Voltaire
 Adam Smith Francis Bacon

January 22 The Scientific Revolution and the Enlightenment
Reading: Cole, Symes, Coffin, and Stacey, 382-423.
Discussion: What were the most important ideas of the Enlightenment thinkers? In your paragraph, focus on no more than one or two ideas.

January 27 Eighteenth-century Developments and The French Revolution
Reading: Cole, Symes, Coffin, and Stacey, 424-449.
Identification: Estates-General Robespierre
 Louis XVI Napoleon

January 29 The French Revolution
Reading: Cole, Symes, Coffin, and Stacey, 424-449.
Discussion: What were the core values of the Revolution? Were there flaws in them that led to excess?

February 3 The Industrial Revolution and its Effects
Reading: Cole, Symes, Coffin, and Stacey, 450-473.
Identification: James Watt bourgeoisie
 Irish Potato famine Charles Dickens

February 5 The Industrial Revolution and its Effects
Reading: Cole, Symes, Coffin, and Stacey, 450-473.
Discussion: What were the positive and negative aspects of the Industrial Revolution? Remember to focus on a central point or theme.

February 10 Romanticism and Liberalism
Reading: Cole, Symes, Coffin, and Stacey, 474-497.
Identification: Adam Smith Karl Marx
 Edmund Burke John Constable

February 12 **MIDTERM EXAMINATION**

February 17 Romanticism and Liberalism

Reading: Cole, Symes, Coffin, and Stacey, 474-497.

Discussion: What do you see as the basic differences between conservatism and liberalism in the nineteenth century?

February 19 Mid-Century Europe and the Growth of Nationalism

Reading: Cole, Symes, Coffin, and Stacey, 498-521.

Identification: pan-Slavism Otto von Bismarck
Guiseppe Garibaldi Franco-Prussian War

February 24 Imperialism

Reading: Cole, Symes, Coffin, and Stacey, 522-545.

Identification: Sepoy Rebellion Boxer Rebellion
Cecil Rhodes Suez Canal

February 26 New Ideas in the Late Nineteenth Century

Reading: Cole, Symes, Coffin, and Stacey, 546-571.

Identification: women's suffrage Sigmund Freud
Charles Darwin Zionism

READING ESSAY SELECTION DUE

March 3 New Ideas in the Late Nineteenth Century

Reading: Cole, Symes, Coffin, and Stacey, 546-571.

Discussion: How did the ideas of Darwin, Freud, and Nietzsche break with the ideas of the past? You may select one of these three writers as you develop your paragraph.

March 5 **DISCUSSION GROUPS**
HISTORICAL ESSAY DUE

March 10 World War I

Reading: Cole, Symes, Coffin, and Stacey, 572-597.

Identification: trench warfare Franz Ferdinand
Triple Entente Schlieffen Plan

March 12 World War I

Reading: Cole, Symes, Coffin, and Stacey, 572-597.

Discussion: How did a war break out which no one wanted to fight?

March 17 The Russian Revolution

Reading: Cole, Symes, Coffin, and Stacey, 588-591, 598-606.

Identification: Nicholas II Vladimir Lenin
collectivization Josef Stalin

March 19 **MIDTERM EXAMINATION**

March 22 Final day to withdraw without grade responsibility

March 24, 26 **Spring Vacation**

March 31 The 1920s and 1930s

Reading: Cole, Symes, Coffin, and Stacey, 598-621.

Identification: Great Depression Nazi Party
Benito Mussolini Albert Einstein

April 2 Catch-up Day

Quiz TBA

April 7 World War II

Reading: Cole, Symes, Coffin, and Stacey, 622-647.

Identification: appeasement D-Day
Winston Churchill Manhattan Project

April 9 World War II

Reading: Cole, Symes, Coffin, and Stacey, 622-647.

Discussion: What do you believe was the most important result of World War II? Why?

April 14 DISCUSSION GROUPS

READING ESSAY DUE

April 16 The Cold War

Reading: Cole, Symes, Coffin, and Stacey, 648-671.

Identification: Truman Doctrine Marshall Plan
Gulag Ho Chi Minh

April 21 The Cold War

Reading: Cole, Symes, Coffin, and Stacey, 648-671.

Discussion: What caused the Cold War? Was the reaction of the West to the Soviet Union correct?

April 23 The Post-Cold War World

Reading: Cole, Symes, Coffin, and Stacey, 672-717.

Identification: velvet revolutions Tiananmen Square
Sayyid Qutb Nelson Mandela

May 1, 3:00 p.m. **FINAL EXAMINATION**

See statement concerning rescheduling exams above under Evaluation.