

HIST 102
History of Western Civilization II
Absolutism to Post World War Two
Spring 2001, MWF 10:00-11:00
Seney Hall 310

Dr. Susan Youngblood Ashmore
Office: Language Hall 101
Office Hours: MWF 2:00-3:00
T Th 9:00-10:00, or by appt
E-mail: sashmor@emory.edu
Phone: 770-784-8318

COURSE SYLLABUS

Course Description and Goals:

This course will examine Western Civilization from the Age of Absolutism through World War Two. As a survey course we will focus on the making of modern Western Civilization by reviewing politics, philosophy, science, industrial development, and war. In addition, we will look at how Europeans responded to their changing society. This course will help students develop reading, research, and writing skills that will benefit them in upper division classes. Finally, the study of history will help students develop an understanding and appreciation for their culture and the world in which they live.

Required Reading: These books are available at the campus bookstore.

Mark A. Kishlansky, editor, Sources of the West: Readings in Western Civilization Vol II: From 1600 to the Present, 3rd edition, (Longman Press: New York, 1998).

Jerome J. Langford, Galileo, Science and the Church, 3rd Edition, (University of Michigan Press: Ann Arbor, 1966, 1992).

Charles Dickens, George Ford editor, Hard Times: An Authoritative Text, Backgrounds, Sources, and Contemporary Reactions, Criticism, 2nd Edition, (Norton: New York, 1990).

Peter Gay, My German Question: Growing Up in Nazi Berlin, (Yale University Press: New Haven, 1998).

Primo Levi, Survival in Auschwitz, (Simon and Schuster: New York, 1958).

Optional Reading: These books are available at the campus bookstore. Although not required, you may find them helpful in your preparation for the course.

John P. McKay, Bennett D. Hill, John Buckler, A History of Western Society, Vol II, From Absolutism to the Present, 6th edition, (Houghton Mifflin Company: New York, 1999).

Mary Lynn Rampolla, A Pocket Guide to Writing History, Third Edition, (Bedford/St. Martin's: Boston, 2001).

Grading and Assignments:

Midterm essay exam (25%) given on **February 16**; one-page description of paper due *beginning* of class on **March 9** (part of quizzes and response paper percentage); paper—6-8 pages—(25%) due at the *beginning* of class on **March 23**; final essay exam (30%) given on **Friday, May 4, 9:00-12:00**; quizzes and response papers on reading material (10%); class participation (10%). All assignments as well as your final course grade will be based on the +/- system. Study questions for the midterm exam and the final exam will be passed out at least one week prior to each exam.

Throughout the semester we will read documents from Mark A. Kishlansky, editor, Sources of the West: Readings in Western Civilization Vol II: From 1600 to the Present. I will divide the class into groups and assign a particular document to each group. Your responsibility is to read all of the documents assigned throughout the semester and to turn in a response paper (and post the same on the class conference) on the day your group's document coincides with the schedule. Your group will be called upon to participate in the lecture on the day your document is due.

EMORY UNIVERSITY



050000020135

Honor Code:

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your signature on a paper or test submitted for credit shall indicate you have neither given nor received unauthorized information on the work, nor have you condoned the giving or receiving of unauthorized information by others. As a student at Oxford College of Emory University you have agreed to abide by the honor pledge and have taken upon yourself the responsibility of upholding the Honor Code; you are urged to inquire of the Honor Council about any doubtful case at any time throughout the semester. For complete details on the Honor Code please see pages 49-50 in Oxford College 2000-2001 Catalog.

Attendance Policy:

Class begins at 10:05 and ends at 10:55. Regular attendance and active participation in class should be considered an essential part of the learning process. Roll will be taken. Students are allowed three absences, every absence after that will deduct points from the class participation portion of your final course grade. Occasionally participation in a college-sponsored event is an excused absence. However, you must inform me prior to the absence and present written proof of college sponsorship. It is your responsibility to obtain missed lecture notes and turn in all assignments on time. I expect you to be awake and focused on the material being covered in class. Do not study for another course while you are in my class. During class discussions of reading material I expect you to have prepared before class.

If you miss the midterm or the final exam, **only absences due to medical or family emergencies** (for example, attending the funeral of an immediate family member) are valid. You will need to present written evidence of your illness or family emergency for an excused absence. Students will only be allowed to make up missed work after presenting written proof of a medical or family emergency. All make-up midterm exams will be given on **April 30th** during my office hours. You cannot change the time of your final exam because of travel plans, vacation plans, job opportunities, or having more than one final exam on one day.

If you miss the due date on the written assignment, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment.

Please feel free to visit me during my office hours, or make an appointment with me if my office hours are not convenient with your schedule. One of the positive experiences you can have at Oxford College is getting to know your professors well. So, take advantage of that opportunity and come see me throughout the semester.

E-Mail Etiquette:

We will have a class conference on LearnLink that corresponds with this course. I will post all assignments on the conference as well as class discussion questions. When communicating with your fellow classmates on the conference, or with me on my personal e-mail address do not post anything that you would not be comfortable saying to your classmates or to me in person.

SCHEDULE

Mc/H/B—A History of Western Society, text
Langford—Galileo, Science and the Church
Gay—My German Question

SoW—Sources of the West, document reader
Dickens—Hard Times
Levi—Survival in Auschwitz

| | | |
|----------|---|-------------------------------|
| Jan 17 | Syllabus, Why Study History? | Mc/H/B xxvi-xxxii |
| Jan 19 | Absolutism in France | Mc/H/B Chap 16; SoW 70, 74 |
| Jan 22 | Constitutionalism in Britain | Mc/H/B Chap 16; SoW 72, 73 |
| Jan 24 | Scientific Revl | Mc/H/B Chap 18 |
| Jan 26 | Scientific Revl | Langford, SoW Docs 75 & 76 |
| Jan 29 | Quiz and Discussion of Langford, SoW Docs 75, 76 | |
| Jan 31 | The Age of Enlightenment | Mc/H/B Chap 18 |
| Feb 2 | The Age of Enlightenment | SoW Docs 83, 84, 85, 87, 88 |
| Feb 5 | The French Revolution | Mc/H/B Chap 21 |
| Feb 7 | The French Revolution | Mc/H/B Chap 21 |
| Feb 9 | The French Revolution | SoW Docs 89, 90, 91 |
| Feb 12 | Napoleon | Mc/H/B Chap 21; SoW Doc 92 |
| Feb 14 | Origins of the Industrial Revolution | Mc/H/B Chap 19 |
| Feb 16 | Midterm Essay Exam Covering Absolutism through the French Revolution; Langford, SoW Documents, and lectures through February 9. Blue Book required. | |
| Feb 19 | Industrial Revl | Mc/H/B Chap 22; Dickens |
| Feb 21 | Social Consequences of the Indust Revl | SoW Docs 94, 95, 96, 100, 110 |
| Feb 23 | Last Day to Drop without Penalty Materialism, Realism, and Progress | Mc/H/B Chap 24 |
| Feb 26 | New Principles of Authority—Darwin | Mc/H/B Chap 24; SoW 107 |
| Feb 28 | New Principles of Authority—Marx | Mc/H/B Chap 23; SoW 104 |
| March 2 | Quiz and Discussion of Dickens; SoW Docs 94, 95, 96, 100, 110 | |
| March 5 | The Age of Empire | Mc/H/B Chap 26; SoW 111, 113 |
| March 7 | From Peace to War—Origins of WWI | Mc/H/B Chap 27 |
| March 9 | One-page description of paper due beginning of class WWI and Its Impact on Society | Mc/H/B Chap 27 |
| March 12 | Spring Break | |
| March 14 | Spring Break | |
| March 16 | Spring Break | |
| March 19 | World War One | Mc/H/B Chap 27; SoW 115 |
| March 21 | The Russian Revolution | Mc/H/B Chap 27; SoW 117 |
| March 23 | The Russian Revolution Paper Due at Beginning of Class | Mc/H/B Chap 27; SoW 117 |

| | | |
|----------|--|-----------------------------|
| March 26 | Peace and the Treaty of Versailles | Mc/H/B Chap 27; SoW 116 |
| March 28 | The Inter-War Years–Thought | Mc/H/B Chap 28; SoW 108 |
| March 30 | The Inter-War Years–Politics | Mc/H/B Chap 28; SoW 119,121 |
| April 2 | The Great Depression | Mc/H/B Chap 28 |
| April 4 | The Rise of Fascism | Mc/H/B Chap 29; SoW 120 |
| April 6 | Nazi Germany | Mc/H/B Chap 29; Gay |
| April 9 | Nazi Germany | Mc/H/B Chap 29; Gay |
| April 11 | World War Two | Mc/H/B Chap 29; SoW 123 |
| April 13 | World War Two | Mc/H/B Chap 29; SoW 123 |
| April 16 | The Holocaust | Mc/H/B Chap 29; Levi |
| April 18 | The Holocaust | Levi; SoW 122, 124 |
| April 20 | Social Consequences of WWII | Mc/H/B Chap 29; SoW 127 |
| April 23 | Quiz and Discussion of Gay and Levi | |
| April 25 | Post World War Two Society | Mc/H/B Chap 30; SoW 128 |
| April 27 | Origins of the Cold War | Mc/H/B Chap 30; SoW 129 |
| April 30 | The Cold War | Mc/H/B Chap 30 |
| May 2 | Reading Day | |
| May 4 | Final Exam, 9:00-12:00 | |
| | Blue Book required | |

Explanation of Paper Assignment:

This assignment is intended to give you an opportunity to be a historian conducting research using primary and secondary sources on a small scale. Through this experience you will be prepared to write a larger research paper in any upper division history class. You must turn in a one-page description of your paper topic to me at the **beginning** of class on March 9. This description will include your topic idea and the sources you plan to use for your paper. Your paper is due at the **beginning** of class on March 23. A **late penalty of five points per day (including weekends)** will be deducted from your paper if you do not turn it in on time.

You can write a paper focusing on Jerome J. Langford, Galileo, Science and the Church or on Charles Dickens, Hard Times.

Assignment for Paper on Langford:

Write a 6-8 page paper supporting the side of Galileo or the side of the Catholic Church in the trial of Galileo in 1634. You must use the Langford book as your secondary source, and three primary sources that will be available on electronic reserve at the library.

Assignment for Paper on Dickens:

Write a 6-8 page paper on a topic that focuses on some aspect of the Industrial Revolution mentioned in Hard Times, for example: utilitarianism, the conditions of the working class, the Preston Strike, middle-class responses to the working class, the impact of the Industrial Revolution on city life, and government reforms to improve Industrial society. You must use one secondary source will come from articles that I have placed on electronic reserve at the library. You must use three primary sources including the text of Hard Times and two other primary sources either from supporting documents found in the Norton edition of Hard Times or from those available on electronic reserve at the library.

Getting Started:

Read Langford and Dickens closely. Decide which book interests you the most and which topic from the book seems compelling. Once you have chosen your topic, go to the electronic reserves for this class and read secondary and primary sources that correspond with your topic.

You might find it helpful to consult Mary Lynn Rampolla, A Pocket Guide to Writing History for tips on writing a research paper.

Writing Style:

Even though this is not an English class, your writing style is important. Historians communicate through writing so you should treat a paper written for a history class just like you would for an English class. Your essay should be written well: use complete sentences, strong paragraph construction, active voice, correct spelling, and no abbreviations or contractions. The essay should open with an introduction, be organized coherently, and end with a conclusion. **Do not use MLA style citations for this assignment.** Historians use either footnotes or endnotes to reference the works they use in a paper. See Mary Lynn Rampolla, A Pocket Guide to Writing History for the correct way to reference your citations. Points will be deducted from your paper if you do not use either footnotes or endnotes.

OVER

Other helpful hints for writing a complete paper include:

1. Start writing your paper using a detailed outline. An outline is not a list of topics but rather a progressive development of a subject.
2. Give yourself enough time. No one can draft a well-written essay the first go around. Review a draft of your essay closely, and make the needed corrections before turning in a final version. You might try reading your paper out loud to yourself. If a phrase does not sound right, re-word it until it is correct.
3. Be sure that each paragraph has a topic sentence.
4. Do not use one-sentence paragraphs.
5. Avoid passive voice (instead of "He was run out of town by the mob." use "The mob ran him out of town.").
6. Do not use verbs as nouns (words ending in ing, ion, etc., where the stem is a verb). Try instead to use a noun and a verb.
7. Use the past tense.
8. Do not split infinitives ("She wanted to quickly run to the store." Should read "She wanted to run quickly to the store.")
9. Make sure you know when to use "which" and when to use "that." Use "which" when the phrase that follows is not essential to understanding the sentence, a comma should set off this phrase. Use "that" when the phrase that follows is essential to understanding the sentence, a comma is not necessary when using "that". "He put on his hat, which was discolored." "He gave him the book that cost twenty dollars."
10. Use "who" or "whom" to refer to people, never "which" or "that." "A person who..." is correct. "The soldier that. . ." is incorrect.
11. Follow the rule of antecedent. Any pronoun must refer to the nearest preceding noun applicable: "Mr. Globule saw Miss Glunk sitting with her cat. He loved her." Was Globule attracted to the cat? Was the cat enamored of Miss Glunk? The latter is probably the best reading.

Come see me during my office hours, or make an appointment with me if you have any questions on the assignment or on your writing ability. Writing well is something everyone can learn how to do, it is not a gift that some people have and others do not. I am here to help you in any way I can. You should also let one of the writing tutors who work in the Writing Center (the first floor of Language Hall) review a draft of your paper. This will not only improve your work it will also strengthen your writing skills.