

HIST 133, Spring 2002  
History of the United States  
American Revolution to World War Two  
MWF 12:50-1:40  
appointment  
Pierce Hall 102

Dr. Susan Youngblood Ashmore  
Office: Language Hall 101  
Office Hours: MWF 2:00-3:00  
T Th 9:00-10:00, or by

E-mail: [sashmor@emory.edu](mailto:sashmor@emory.edu)  
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## COURSE SYLLABUS

### Course Description and Goals:

This course will examine the United States from the American Revolution through the 1960s, with particular emphasis on the post-Civil War period. As a survey course we will focus on what it means to be an American and how that has changed over time. We will study the role politics plays in American society as well as the growth of the U.S. economy. Finally we will focus on the social history of the country and the roles African Americans, women, immigrants, and laborers played in the development of nineteenth and twentieth century America. 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 country in which they live.

**Required Reading:** These books are available at the campus bookstore and are on one-hour reserve at the library.

The Library of Congress, "American Memory Timeline," documents from the Library of Congress found at <http://www.loc.gov>

Eric Foner, Nothing But Freedom: Emancipation and Its Legacy, (Louisiana State University Press: Baton Rouge, 1983).

Edward J. Larson, Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion, (Harvard University Press: Cambridge, 1997).

Paul K. Conkin, The New Deal, 3rd edition, (Harlan Davidson: Arlington Heights, 1967).

Richard Fried, Nightmare in Red: The McCarthy Era in Perspective, (Oxford University Press: New York, 1991).

Glenn T. Eskew, But for Birmingham: The Local and National Movements in the Civil Rights Struggle, (University of North Carolina Press: Chapel Hill, 1997).

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

James L. Roark, et. al., The American Promise: A History of the United States, compact edition, (Bedford/St. Martin's: Boston, 2000).

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 27th**; one-page description of paper due *beginning* of class (part of quizzes and response paper percentage) on **April 1st**; paper—6-8 pages—(25%) due at the *beginning* of class on **April 22nd** at the *beginning* of class; final essay exam (30%) given on **May 2nd**; 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 the Library of Congress found at the website, <http://www.loc.gov>, and other primary documents that I will distribute to you in class. At the beginning of each week I will tell you which documents to read for that week.

### **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 12:50 and ends at 1:40. Regular attendance and active participation in class should be considered an essential part of the learning process. You will sign in everyday for class. **Do not** sign in for anyone other than yourself. I consider students signing each other in for class as a form of academic dishonest and an honor code violation. Students are allowed two absences, every absence after that will deduct points from the class participation portion of your final course grade. If you must miss a class it is your responsibility to obtain missed lecture notes from a classmate 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 the last day of class **April 29th** 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. If you turn in a written assignment on the day it is due but after the beginning of class **2.5 points** will be deducted from your grade for that assignment.

I encourage you 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\***

Jan 16	Syllabus, Why Study History?	
Jan 18	The Aftermath of the American Revl	Dec of Indep
(www.civnet.org)		
Jan 21	MKL Holiday	
Jan 23	The Constitution	US Constitution
(www.civnet.org)		
Jan 26	Discussion of the Constitution	US Constitution
(www.civnet.org)		
Jan 28	Early Nineteenth Century America	
Jan 30	Sectional Conflict – the 1840s and 1850s	
Feb 1	The Civil War	
Feb 4	The Civil War	
Feb 6	Reconstruction	Foner (Chapter 3)
Feb 8	Reconstruction	Foner (Chapters 1 & 2)
Feb 11	<b>Quiz and discussion of Foner</b>	
Feb 13	Rise of the Corporate Economy	
Feb 15	Immigration and Labor in the Gilded Age	
Feb 18	Politics and Society in the Gilded Age	
Feb 20	Race Relations 1880-1910	
Feb 22	Progressivism–National Level TR and Wilson	
Feb 25	World War One	
Feb 27	<b>Midterm Essay Exam–blue book required</b>	
reading material	Covers Constitution through Race Relations 1880-1910 and all	
March 1	through February 20th.	
	Domestic Impact of World War One	
March 4	Social and Intellectual Trends of the 1920s	Larson
March 6	Anti-Modernism in the 1920s	Larson
March 8	<b>Quiz and Discussion of Larson</b>	
March 11	Spring Break	
March 13	Spring Break	
March 15	Spring Break	
March 18	The Great Depression	
March 20	The Social Impact of the GD & New Deal	Conkin
March 22	The Social Impact of the GD & New Deal	Conkin
March 25	<b>Quiz and discussion of Conkin</b>	
March 27	World War Two–America enters the war	
March 29	World War Two–Domestic Impact	
April 1	World War Two–Domestic Impact; <b>one-page description of</b>	
<b>paper due</b>		
April 3	Origins of the Cold War	

April 5 Why the Cold War? Ideological Dimensions  
\*This is a proposed schedule that might change due to the pace of the class.

April 8	From Cold War to Korean War	
April 10	McCarthyism	Fried
April 12	McCarthyism	Fried
April 15	<b>Quiz and discussion of Fried</b>	
April 17	Postwar Culture	
April 19	The Civil Rights Movement	Eskew
April 22	The Civil Rights Movement	Eskew
April 24	<b>Paper Due at the Beginning of Class</b>	
April 26	<b>Quiz and discussion of Eskew</b>	
	The 1960s	
April 29	The 1960s	
May 1	Reading Day	
May 2	<b>Final Essay Exam 9:00-12:00</b>	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 resources on a small scale. Through this experience you will then 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 in to me at the **beginning** of class on April 1st. 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 April 22nd. **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.**

#### Assignment for Paper:

Write a 6-8 page paper on a topic you found interesting in one of the following books: Eric Foner, Nothing But Freedom: Emancipation and Its Legacy, Edward J. Larson, Summer for the Gods: The Scopes Trial and America's Continuing Debate Over Science and Religion, Paul K. Conkin, The New Deal, 3rd edition, Richard Fried, Nightmare in Red: The McCarthy Era in Perspective, Glenn T. Eskew, But for Birmingham: The Local and National Movements in the Civil Rights Struggle. Your paper must include one secondary source (in addition to the book you have read) and three primary sources taken from the American Memory project of the Library of Congress (or other source that you must clear with me in advance).

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.

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 paper it will strengthen your writing skills.

**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. Proof-read 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.

HIST 102 10A, Spring 2002  
History of Western Civilization II  
Absolutism to World War Two  
MWF 10:40-11:30  
Library Video Conference Room

Dr. Susan Youngblood Ashmore  
Office: Language Hall 101  
Office Hours: MWF 2:00-3:00 p.m.  
T Th 9:00-10:00, or by appointment  
E-mail: [sashmor@emory.edu](mailto:sashmor@emory.edu)  
Phone: 770-784-8318

**COURSE SYLLABUS**

**Course Description and Goals:**

This course will examine Western Civilization from the Age of Absolutism to 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, through our study of history together, I hope to help students better understand and appreciate their culture and the world in which they live.

**Required Reading:** The books are available at the campus bookstore and on regular one-hour reserve at the library reserve desk. The documents and journal articles are available through the library E-reserves.

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

Charles Dickens, Hard Times, Oxford University Press: New York, 1998, originally published in 1854.

Erich Maria Remarque, All Quiet on the Western Front, Fawcett Crest: New York, 1957, originally published in 1928.

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

Primary documents and journal articles on E-reserves through the library web page.

**Optional Reading:** This book is available at the campus bookstore and on one-hour reserve at the library reserve desk. Although not required, you may find it 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.

#### **Grading and Assignments:**

Midterm Essay Exam (20%) given on **March 1**; book review on each of the 4 books due *beginning* of class on **the days we have book discussion: Feb 1 (Langford), March 8 (Dickens), April 8 (ReMarque), April 24 (Gay)**; 4 unannounced document/journal quizzes (15%); review of reading journal **Feb 13 and April 19** (10%); final essay exam (30%) given on **Monday, May 6th from 9:00-12:00**; class participation and attitude (5%). All assignments as well as your final course grade will be based on the +/- system. Study questions for the midterm examination and final examination will be passed out at least one week prior to each exam.

Reading Journals: Throughout the semester you will read primary documents and journal articles that have been placed on E-reserves through the library web page. Your responsibility is to read all of the documents and journal articles assigned throughout the semester and keep a reading journal that answers assigned questions relating to each journal article and primary document. You may work in reading groups of 4 or 5 people if that will assist you in completing this assignment. The purpose of a reading group is to provide you with the opportunity to discuss the documents and journal articles together outside of class in order to prepare your own reading journal. Your group may want to meet at a regular time each week, it is up to you. If you work in a reading group each person is still responsible to write their own entries in their journal. **DO NOT TURN IN IDENTICAL JOURNAL ENTRIES AS A GROUP.** I will consider that a form of cheating and you will receive an F for that particular journal entry. You will turn in your reading journal to me every six weeks so that I can grade your journals. Reading journal review due dates are:

#### **Honor Code:**

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your signature or name on any work submitted for credit in this course 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 encouraged 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 94-95 in the Oxford College 2001-2002 Catalog.

#### **Attendance Policy:**

Class begins at 10:40 and ends at 11:30. Regular attendance and active participation in class should be considered an essential part of the learning process. You will sign in for yourself at the

beginning of each class. Do not sign in anyone else but yourself. Signing in for another classmate is considered a form of dishonesty that I consider a violation of the honor code. Students are allowed two 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 exam 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 the last day of class (April 30) 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 a written assignment, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn your written assignment in after the beginning of class but on the same day it is due you will be deducted **2.5** points from your grade for that assignment.

I encourage you to visit me during my office hours, or make an appointment with me if my office hours do not coincide 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 other pertinent items that may enhance class discussion. 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.

HIST 102 10A, Spring 2002  
History of Western Civilization II  
Absolutism to World War Two  
Dr. Susan Youngblood Ashmore

#### **SCHEDULE\***

Jan 16	Syllabus, Introductions, Why Study History?	
Jan 18	Absolutism in France	E-reserves
Jan 21	MLK Holiday	
Jan 23	Louis XIV	E-reserves
Jan 25	Constitutionalism in Britain	E-reserves
Jan 28	Scientific Revolution	Langford
Jan 30	Scientific Revolution	Langford
Feb 1	<b>Book review of Langford due</b> and discussion of same.	
Feb 4	The Age of Enlightenment	E-reserves
Feb 6	The Enlightenment and Human Rights	E-reserves
Feb 8	The coming of the French Revolution	E-reserves
Feb 11	The French Revolution	E-reserves
Feb 13	The French Revolution	E-reserves

Reading journal due includes absolutism, constitutionalism, coming of the French Revolution, French Revolution		
Enlightenment, Feb 15	The Terror	E-reserves
Feb 18	The Terror	E-reserves
Feb 20	Napoleon	E-reserves
Feb 22	Nationalism: Napoleon’s Legacy	E-reserves
Feb 25	Conservatism: Reaction to Napoleon	E-reserves
Feb 27	Origins of the Industrial Revolution	E-reserves
March 1	<b>Mid-term Essay Exam</b>	
readings, and lectures	Covering Absolutism through Napoleon; Langford; E-reserves through February 20. <b>Blue Book</b>	
<b>Required.</b>		
March 4	Industrial Revolution	E-reserves; Dickens
March 6	Social Consequences of the Industrial Revl	E-reserves; Dickens
March 8	Social Consequences of the IndustrialRevl	E-reserves, Dickens
	<b>Book review of Dickens due</b> and discussion of same.	
*This is a projected schedule for the semester. However, it is subject to change due to the pace of the course.		
March 11	Spring Break	
March 13	Spring Break	
March 15	Spring Break	
March 18	Liberalism	
March 20	New Principles of Authority: Darwin	E-reserves
March 22	New Principles of Authority: Darwin	E-reserves
March 25	New Principles of Authority: Marx	E-reserves
March 27	New Principles of Authority: Marx	E-reserves
March 29	German Unification	E-reserves
April 1	German Unification	E-reserves
April 3	From Peace to War–Origins of WWI	E-reserves;
ReMarque		
April 5	WWI and Its Impact on Society	E-reserves, ReMarque
April 8	<b>Book review of ReMarque due</b> and discussion of same.	
April 10	Treaty of Versailles	E-reserves
April 12	Consequences of the Treaty of Versailles	E-reserves
April 15	Inner War Years	E-reserves
April 17	Rise of National Socialism	E-reserves; Gay
April 19	Nazi Germany	E-reserves, Gay
<b>Reading Journal Due Includes nationalism, conservatism, social consequences of the Industrial Revl, Darwin, Marx, Treaty of Versailles, and Nazi Germany</b>		
April 22	Nazi Germany	E-reserves, Gay
April 24	<b>Book review of Gay due</b> and discussion of same.	
April 26	World War Two	E-reserves
April 29	World War Two	E-reserves
May 1	Reading Day	



May 6

**Final Essay Examination 9:00-12:00**

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Explanation of Writing Assignments

**Reading Journal:** Reading journal review due dates are **February 13** and **April 19**, and this assignment is 10% of your course grade. You will receive questions on the LearnLink class conference that you will answer in your reading journal. This exercise is intended to assist you in preparing for this class. I suggest you keep up with the work as the semester progresses. By doing so you will be preparing for class discussion and your examinations throughout the semester instead of last-minute cramming, which is not a good way to study for this course.

**Book Review:** Due dates are **February 1 (Langford)**, **March 8 (Dickens)**, **April 8 (ReMarque)**, and **April 24 (Gay)**, and this assignment is 15% of your grade. Your book reviews should be typed using double-spaced lines and about 700 words (**No more than 3 pages**. I will stop graded at the end of page 3 regardless of what scintillating prose and amazing insight may follow.) For each book review include the following information:

- At the top of the page place the bibliographical information for the book, including author, title, and publication information. E.g.: Erich Maria ReMarque, All Quiet on the Western Front, (Fawcett Crest: New York, 1957, originally published in 1928).

- Give a statement of the subject of the book, which is a brief overview of the book's main point. This is typically a fairly long sentence, and that is okay.

- Give the author's overall thesis of the book. Make sure to mention if there are any outstanding contentions, disclosures, or points of interest. Discuss these.

- What is the utility or importance of the book? Comment concisely and intelligently on the general value or lack of value of the book. Does it add to our understanding of an important historical development; refute errors or misconceptions, either public or scholarly; contribute to the general knowledge of the reader; make public documentary evidence heretofore unknown?

- What is the validity of the book? Does the book present facts accurately? Are its conclusions warranted by the evidence presented? What sources does the author use to make the points made in the book? Does the author present a certain bent in interpretation? Did the author misrepresent or abuse sources? Was the author concerned mainly with propagandizing or expressing a certain point of view, or was the author an impartial seeker of knowledge? Do certain unstated assumptions underlie the author's approach to humanity, history, historical method, evidence, or reason? If biased or filled with unstated assumptions, then how and to what extent? Is the book significantly marred as a result? Does the book conflict with material you know is true? Are there internal contradictions in the book? Contradictions between the book and another noted authority?

**Writing Style:**

Even though this is not an English class, your writing style is important and takes on a significant role in this course (book reviews are 15% of your grade). Historians communicate through writing so you should treat a paper written for a history class just like you would for an English class. Your journal entries and book reviews should be written well: use complete sentences, strong paragraph construction, active voice, correct spelling, no abbreviations or contractions, avoid colloquial language (e.g.: huge, totally, moved up to another level). If you need to cite sources in your book review **do not use MLA style citations for this assignment** (meaning citations in a paragraph at the end of the sentence). 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 (on reserve in the library and in the writing center in Language Hall) for the correct way to reference your citations. Points will be deducted from your book review if you do not use either footnotes or endnotes.

### **Other helpful hints for writing a book review:**

1. Start writing your book review 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 review 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 review 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.
12. Spell out centuries in a formal essay or paper e.g.: nineteenth, twentieth instead of 19th or 20th.

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.

Original Documents and Readings  
for History 102, Spring 2002  
Dr. Susan Youngblood Ashmore

#### Absolutism/Louis XIV

Document:

The Edict of Nantes 1598, found at  
<http://www.stetson.edu/~psteeves/classes/edictnantes.html>

Revocation of the Edict of Nantes, Fontainebleau, October 25, 1685, in William Beik, Louis XIV and Absolutism: A Brief Study with Documents, (Bedford/St. Martin's: Boston, 2000), pp. 193-198.

Readings:

W.H. Lewis, "The Court," The Splendid Century: Life in the France of Louis XIV, (Morrow Quill: New York, 1978), pp. 39-63.

### Constitutionalism in Britain

Document:

1689 Declaration of Rights, in Jack N. Rakove, Declaring Rights: A Brief History with Documents, (Bedford/St. Martin's: Boston, 1998), pp. 41-45.

Readings:

Lois G. Schworer, "Propaganda in the Revolution of 1688-1689," *American Historical Review*, Vol 82, No. 4 (Oct 1977) p. 843-874.

### Scientific Revolution

Document:

No primary document for this section.

Readings:

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

### The Enlightenment

Document:

Cesare Bonesana Beccaria "On Crimes and Punishment" 1764, in David Williams, editor, The Enlightenment: Cambridge Readings in the History of Political Thought, (Cambridge University Press: New York, 1999), pp. 441-467.

Reading:

No secondary document for this section.

### Road to Revolution

Document:

No primary document for this section.

Reading:

Robert C. Darnton, "The Forbidden Bestsellers of Pre-Revolutionary France," in Rewriting the French Revolution, ed. C. Lucas, (Oxford University Press: New York, 1991), pp. 1-32.

### French Revolution

Document:

Declaration of the Rights of Man and Citizen 1789, found at <http://www.yale.edu/lawweb/avalon/rightsof.htm>

Reading:

Jennifer Harris, "The Red Cap of Liberty: A Study of Dress Worn by French Revolutionary Partisans, 1789-1794," *Eighteenth-Century Studies*, Vol 14, No. , (1981), p.283-312.

### The Terror

#### Document:

Law of Suspects (September 17, 1793), in Leo Gershoy, The Era of the French Revolution, 1789-1799: Ten Years that Shook the World, (D. Van Nostrand Co: New York, 1957), pp. 159-160.

#### Reading:

No secondary document for this section.

### Napoleon

#### Documents:

"Of the Rights and Respective Duties of Husband and Wife," "Of Causes of Divorce," "Of the Effects of Divorce," The Napoleonic Code found at <http://sterlingholycross.edu/departments/history/tmcbride/NapoleonicCode.htm>

#### Reading:

No secondary document for this section.

### Reaction to Napoleon: Nationalism and Conservatism

#### Documents:

Jakob Walter, "Campaign of 1806-1807," and "Campaign of 1809," The Diary of a Napoleonic Foot Soldier, (Doubleday: New York, 1991), pp. 1-31. – Nationalism

Edmund Burke, "Reflections on the Revolution in France," in Mark A. Kishlansky, ed. Sources of the West: Readings in Western Civilization, Vol. II, 3rd edition, (Longman Press: New York, 1998), pp. 120-122. – Conservatism

#### Reading:

Christopher Clark, "The Wars of Liberation in Prussian Memory: Reflections on the Memorialization of War in Early Nineteenth-Century Germany," *Journal of Modern History*, Vol. 68, No. 3 (Sept 1996), p. 550-576. – Nationalism

### Industrial Revolution

#### Documents:

Charles Dickens, Hard Times, (Oxford University Press: New York, 1998, originally published in 1854).

"War with Fever," "Ground in the Mill," "One of Our Legal Fictions," in *Household Words: A Weekly Journal*, Vol IX, 1854.

Friedrich Engels, "The Great Towns," in The Condition of the Working Class in England, (New York: Penguin, 1987, first published in Germany 1845), pp.68-110.

Readings:

Larry Stewart, "A Meaning for Machines: Modernity, Unity, and the Eighteenth Century British Public," *Journal of Modern History*, Vol. 70, No. 2 (June 1998), p. 259-294.

Geoffrey Carnall, "Dickens, Mrs. Gaskell, and the Preston Strike," *Victorian Studies*, Vol. III, No. 1, (Sept 1964), pp. 31-48.

Liberalism

Documents:

Samuel Smiles, "Self Help," 1882, found at <http://www.fordham.edu/halsall/mod/1882smiles.html>

Reading:

Rachel Vorspan, "Vagrancy and the New Poor Law in Late Victorian and Edwardian England," *English Historical Review*, 1977 92 (362): 59-81.

Materialism and Realism: Darwin and Marx

Documents:

Charles Darwin, "Natural Selection," *The Origin of Species*, (Penguin Press: New York, 1985 first printed by John Murray, 1859), pp. 130-172. – Darwin

Karl Marx and Friedrich Engels, "Bourgeois and Proletarians," and "Position of the Communists in Relation to the Various Existing Opposition Parties," *The Communist Manifesto*, (Penguin Press: New York, 1985, first published 1848), pp.79-94, 119-121. – Marx

Readings:

Maurice Mandelbaum, "Darwin's Religious Views," *Journal of the History of Ideas*, Vol. 19, No. 3 (Jun 1958), p. 363-378. – Darwin

Edward Caudill, "The Bishop-Eaters: The Publicity Campaign for Darwin and On The Origin of the Species," *Journal of the History of Ideas*, Vol. 55, No. 3, (Jul 1994), p. 441-460. – Darwin

Gerald A. Cohen, "Bourgeois and Proletarians," *Journal of the History of Ideas*, Vol. 29, No. 2 (Apr-Jun 1968), p. 211-230. – Marx

German Unification

Documents:

"The Ems Dispatch," and "Alsace-Lorraine," in Frederic B. M. Hollyday, editor, *Bismarck: Great Lives Observed*, (Prentice-Hall: New Jersey, 1970), pp. 31-41.

Reading:

Sinclair Armstrong, "The Social Democrats and the Unification of Germany, 1863-1871," *Journal of Modern History*, Vol 12, No. 4, (Dec 1940), p. 485-509.

## World War I

### Documents:

David Lloyd George, "The great pinnacle of sacrifice," September 21, 1914, in Brian MacArthur, editor, The Penguin Book of Twentieth-Century Speeches, (Penguin Books: New York, 1992), pp. 31-36.

"The Soldier," by Rupert Brooke, "Dulce et Decorum Est," by Wilfred Owen, "They," and "Trench Duty," by Siegfried Sassoon, in Candace Ward, editor, World War One British Poets: Brooke, Owen, Sassoon, Rosenberg and Others, (Dover: New York, 1997), pp. 3, 21, 34, 38.

### Reading:

Erich Maria Remarque, All Quiet on the Western Front, (Fawcett Crest: New York, 1958, originally published in 1928).

## Treaty of Versailles

### Documents:

The 14 Points, found at <http://www.yale.edu/lawweb/avalon/wilson14.htm>

Woodrow Wilson, "The world must be made safe for democracy," April 2, 1917, in MacArthur, pp. 55-58.

Henry Cabot Lodge, "America I was born," August 12, 1919, in MacArthur, pp. 71-74.

### Reading:

Marc Rachtenberg, "Reparation at the Paris Peace Conference," *Journal of Modern History*, Vol. 51, No. 1 (Mar 1979), p. 24-55.

## Rise of National Socialism and Nazi Germany

### Documents:

Adolf Hitler, "An indomitable aggressive spirit," January 27, 1932, in MacArthur, pp. 112-120.

Adolf Hitler, "The supreme justiciar of the German people," July 13, 1934, in MacArthur, pp. 129-132.

### Reading:

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

## World War II

### Documents:

Adolf Hitler, "My patience is now at an end," September 26, 1938, in MacArthur, pp. 164-168.

Neville Chamberlain, "Peace for our time," September 30, 1938, in MacArthur, pp. 168-169.

Winston Churchill, "A total and unmitigated defeat," October 5, 1938, in MacArthur, pp. 169-172.

Neville Chamberlain, "Is this an attempt to dominate the world by force?," March 17, 1939, in MacArthur, pp. 172-176.

Neville Chamberlain, "This country is at war with Germany," September 3, 1939, in MacArthur, pp. 176-178.

Reinhard Heydrich, "The final solution," January 20, 1942, in MacArthur, pp. 204-207.

William Faulkner, "The agony and the sweat," December 10, 1950, in MacArthur, pp. 243-244.

Reading:

Christian Gerlach, "The Wansee Conference, the Fate of German Jews, and Hitler's Decision in Principle to Exterminate All European Jews," *Journal of Modern History*, Vol. 70, No. 4 (Dec 1998), pp. 759-812.

HIST 102 1J, Spring 2002  
History of Western Civilization II  
Absolutism to World War Two  
T Th 1:00-2:15  
Library Video Conference Room

Dr. Susan Youngblood Ashmore  
Office: Language Hall 101  
Office Hours: MWF 2:00-3:00 p.m.  
T Th 9:00-10:00, or by appointment  
E-mail: [sashmor@emory.edu](mailto:sashmor@emory.edu)  
Phone: 770-784-8318

COURSE SYLLABUS

**Course Description and Goals:**

This course will examine Western Civilization from the Age of Absolutism to 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, through our study of history together, I hope to help students better understand and appreciate their culture and the world in which they live.

**Required Reading:** The books are available at the campus bookstore and on regular one-hour reserve at the library reserve desk. The documents and journal articles are available through the library E-reserves.

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

Charles Dickens, Hard Times, Oxford University Press: New York, 1998, originally published in 1854.

Erich Maria Remarque, All Quiet on the Western Front, Fawcett Crest: New York, 1957, originally published in 1928.

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

Primary documents and journal articles on E-reserves through the library web page.

**Optional Reading:** This book is available at the campus bookstore and on one-hour reserve at the library reserve desk. Although not required, you may find it 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.

### **Grading and Assignments:**

Midterm Essay Exam (20%) given on **February 28**; book review on each of the 4 books due *beginning* of class on **the days we have book discussion: January 31st (Langford), March 19 (Dickens), April 9 (ReMarque), April 25 (Gay)**; 4 unannounced document/journal quizzes (15%); review of reading journal **Feb 21 and April 18** (10%); final essay exam (30%) given on **May 7th from 9:00-12:00**; class participation and attitude (5%). All assignments as well as your final course grade will be based on the +/- system. Study questions for the midterm examination and final examination will be passed out at least one week prior to each exam.

Reading Journals: Throughout the semester you will read primary documents and journal articles that have been placed on E-reserves through the library web page. Your responsibility is to read all of the documents and journal articles assigned throughout the semester and keep a reading journal that answers assigned questions relating to each journal article and primary document. You may work in reading groups of 4 or 5 people if that will assist you in completing this assignment. The purpose of a reading group is to provide you with the opportunity to discuss the documents and journal articles together outside of class in order to prepare your own reading journal. Your group may want to meet at a regular time each week, it is up to you. If you work in a reading group each person is still responsible to write their own entries in their journal. **DO NOT TURN IN IDENTICAL JOURNAL ENTRIES AS A GROUP.** I will consider that a form of cheating and you will receive an F for that particular journal entry. You will turn in your reading journal to me every six weeks so that I can grade your journals. Reading journal review due dates are:

### **Honor Code:**

We are a community of scholars. Therefore, academic dishonesty is not tolerated. Your signature or name on any work submitted for credit in this course 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 encouraged 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 94-95 in the Oxford College 2001-2002 Catalog.

### **Attendance Policy:**

Class begins at 1:00 and ends at 2:15. Regular attendance and active participation in class should be considered an essential part of the learning process. You will sign in for yourself at the beginning of each class. Do not sign in anyone else but yourself. Signing in for another classmate is considered a form of dishonesty that I consider a violation of the honor code. Students are allowed two 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 exam 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 the last day of class (April 30) 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 a written assignment, a late penalty of **five points per day** (including weekends) will be deducted from your grade for that assignment. If you turn your written assignment in after the beginning of class but on the same day it is due you will be deducted **2.5** points from your grade for that assignment.

I encourage you to visit me during my office hours, or make an appointment with me if my office hours do not coincide 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 other pertinent items that may enhance class discussion. 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.

HIST 102 1 J, Spring 2002  
History of Western Civilization II  
Absolutism to World War Two  
Dr. Susan Youngblood Ashmore

#### **SCHEDULE\***

Jan 17	Syllabus, Introductions, Why Study History?	
Jan 22	Absolutism in France/Louis XIV	E-reserves
Jan 24	Constitutionalism in Britain	E-reserves
Jan 29	Scientific Revolution	Langford
Jan 31	Scientific Revolution	Langford
	<b>Book review of Langford due</b> and discussion of same	
Feb 5	The Age of Enlightenment/Human Rights	E-reserves
Feb 7	The coming of the French Revolution	E-reserves
Feb 12	The French Revolution	E-reserves
Feb 14	The French Revolution	E-reserves
Feb 19	The Terror	E-reserves
Feb 21	Napoleon	E-reserves
	<b>Reading journal due includes absolutism, constitutionalism, Enlightenment, coming of the French Revolution, French Revolution</b>	
Feb 26	Napoleon's Legacy	E-reserves
Feb 28	<b>Mid-term Essay Exam</b>	
	Covering Absolutism through Napoleon; Langford; E-reserves readings, and lectures through February 21. <b>Blue Book Required.</b>	
March 5	Origins of the Industrial Revolution	E-reserves
March 7	Social Consequences of the Industrial Revl	E-reserves; Dickens

March 11	Spring Break
March 13	Spring Break
March 15	Spring Break

\*This is a projected schedule for the semester. However, it is subject to change due to the pace of the course.

March 19	Social Consequences of the Industrial Revl	Dickens
	<b>Book review of Dickens due</b> and discussion of same.	
March 21	New Principles of Authority: Darwin	E-reserves
March 26	New Principles of Authority: Marx	E-reserves
March 28	German Unification	E-reserves
April 2	From Peace to War--Origins of WWI	E-reserves;
ReMarque		
April 4	WWI and Its Impact on Society	E-reserves, ReMarque
April 9	<b>Book review of ReMarque due</b> and discussion of same.	
April 11	Treaty of Versailles	E-reserves
April 16	Inner War Years	E-reserves
April 18	Rise of Nazi Germany	E-reserves; Gay
	<b>Reading Journal Due Includes nationalism, conservatism, social consequences of the Industrial Revl, Darwin, Marx, Treaty of Versailles</b>	
April 23	Nazi Germany	E-reserves, Gay
April 25	Nazi Germany	E-reserves, Gay
	<b>Book review of Gay due</b> and discussion of same.	
April 30	World War Two	E-reserves
May 1	Reading Day	
May 7	<b>Final Essay Examination 9:00-12:00</b> Blue Book required	