

History 1003-2: Western Civilization since 1550

Fall 2019

MWF 11:30-12:20

B-9 Lockett

HIST 1003 can be used to meet three hours toward the **General Education** requirements for the humanities because it addresses the achievement of the following general education competency: "LSU students will demonstrate an understanding of historical, cultural and philosophical complexity that supports sophisticated discourse." See the LSU general catalog and your curriculum advisor for your degree requirements.

Expectations:

LSU's general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, **you should expect to spend a minimum of six hours outside of class each week** working on assignments for this course. For more information, see <http://catalog.lsu.edu/content.php?catoid=12&navoid=822>.

Learning Objectives for all Gen Ed history courses:

Students in this course will develop an ability to make sense of the past by reconstructing causal patterns, identifying trends, and making informed comparisons between different historical cases, as well as to grasp the influence of varied and complex historical factors on the lives of individuals in societies. Students will also develop competency in critical thinking, the ability to evaluate a position or argument, and competency in written communication.

What I hope you will get out of this class:

- a sense of what it means to think like an historian;
- a better understanding of the world you are living in;
- greater competency in reading and writing;
- a stronger grasp of the major themes and events in modern Western history;
- a lifetime fascination with, respect for, and even love of the complexities and connections of the past.

Important People

Your Classmates

Get to know each other. Exchange contact info. Form study pairs/groups. Your classmates are your most important resource.

Your Professor:

Meredith Veldman, hyveld@lsu.edu, 578-4413

You can call me Dr. Veldman (I do have my Ph.D.);

you can call me Professor Veldman (I am a professor);

you can call me Ms. Veldman (but only if you call your male professors "Mr." rather than "Dr." or "Professor"—be honest);

but please don't call me Mrs. Veldman—

I am married but I did not take my husband's name; "Mrs. Veldman" means I'm married to my dad or one of my brothers, and that's weird.

Veldman's Office Hours: Mondays, 9:00-10:30, 3:30-5:00 250F Himes Hall. **You do**

not need an appointment to see me during office hours. Please do not hesitate to speak with me about any questions or difficulties. If you need to see me but cannot make my office hours, please make an appointment by emailing me at hyveld@lsu.edu

Your Grading Assistant (GA) and Your Supplemental Instructor (SI):

GA: Scott Madere, smader8@lsu.edu, Himes 309

SI: Eleanor Whitfield: ewhitf4@lsu.edu, Allen B39; office hours: Fridays, 10-11 am
 Scott will lead weekly discussion sessions, hold pre-exam office hours, and grade your essay exams and assignments (under my supervision).
 Eleanor will hold weekly SI sessions and office hours as well as pre-exam review sessions.
 Get to know them; make use of them!

Stuff You Have to Buy

Brian Levack, Edward Muir, and Meredith Veldman, *The West: Encounters and Transformations, Vol. II* (5th ed., 2017): **comes as an e-book with the online platform REVEL.** Earlier editions are **not acceptable**.

Here is how to register:

1. Visit this link: <https://console.pearson.com/enrollment/ccctfx>
2. Sign in with your Pearson Account. You can either sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
3. Choose this course under 'My Courses' and choose an access option: redeem an access code that you got from the bookstore or purchase access online. **There is a free trial if you are waiting for financial aid.**
 - Bookmark <https://console.pearson.com> to easily access your materials.
 - Pearson recommends using the latest version of Chrome, Firefox, or Safari with Revel. -- Make sure to disable your pop-up blocker.

Stuff You Probably Should Buy

We will be using Turning Technologies **RF or RF LCD** clickers every day in our class this semester. You do not have to buy a clicker, but if you don't, you lose out on the chance to earn a considerable number of course points. Please note that the mobile application, ResponseWare, is **NOT** allowed.

*You will need to do the following **prior to the first day of class**:*

STEP ONE:

- ✓ **If you do not currently own a clicker**, you will need to purchase a clicker and a subscription. You can do so at:
 - the LSU Bookstore. lsu.bncollege.com
 - from **Turning Technologies**.
 - from a fellow student; who no longer needs his or her clicker. If you choose this option, **you will still need to purchase a subscription.**

- ✓ **If you have already purchased and registered a subscription and clicker**, you will not need to register again through Moodle. You will only have to input a new subscription code when your subscription expires. You can check your account by going to student.turningtechnologies.com.

STEP TWO:

Register your clicker through Moodle

- [Instruction on registering through Moodle](#)

NOTE: If you purchased/registered a license and clicker in a previous semester, you will not need to register again through Moodle. You will only have to input a new license code when your license expires. You can check your account by going to <http://account.turningtechnologies.com>.

STEP THREE:

If you have completed the process of setting up an account through Moodle, entering in a license code and Device ID then you will see three green checks on your account Dashboard. You can check the status of your account by going to <http://account.turningtechnologies.com>. The **3 green checks** will verify that you have completed the steps correctly.

NOTE: If you have difficulties, please call the Turning Technologies Student Support line at 866.746.3015 from 7 am to 8 pm Monday - Sunday.

Policies and Procedures

Attendance Policy:

According to *LSU Policy Statement 22*, "**the student is expected to attend all classes**. A student who finds it necessary to miss class assumes responsibility for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed. The course instructor will determine the validity of a student's reason(s) for absences and will assist those who have valid reasons.

Valid reasons for absences (i.e. excused absences) include:

1. Illness,
2. Serious family emergency,
3. Special curricular requirements such as judging trips or field trips,
4. Court-imposed legal obligations such as subpoenas or jury duty,
5. Military obligations,
6. Serious weather conditions,
7. Religious holidays,
8. Participation in varsity athletic competitions or university musical events.

The student is responsible for providing documentation of the reason for absence, if such is required by the instructor."

If you miss class **for one of the above reasons**, I will work with you to make up what you've missed. If you choose to miss class regularly, you will find that you have chosen to fail the course. Choices, choices.

Accommodations for Students with Disabilities:

To request academic accommodations due to a disability, please contact the Office of Disability Services (112 Johnston Hall, 578-5919; <http://disability.lsu.edu/>) If you have a documented disability that allows you extra testing time or a distraction-free testing

environment, be aware that you must make arrangements with Disability Services well before the exam date.

Laptop Policy:

- Laptops are, in most cases, **not allowed in my classroom**. If you have a disability that requires the use of a laptop, please provide me with the appropriate documentation.
- Note that you are very much encouraged to bring your laptop or tablet to the discussion sessions. If you don't have either, you can make do with a smart phone.

e-Communication Policy:

- The best way to reach me is via email: hyveld@lsu.edu. I do my best to answer all emails within 24 hours. But please note that if the answer is on the syllabus or Moodle and you just haven't bothered to check. . . well, I will be less inclined to bother to answer your e-mail. And be aware that an e-mail message filled with misspellings, grammatical errors, and poor punctuation casts a bad light on the sender (that's you). I'm not going to grade it, but an e-mail to me does constitute a professional communication; make it look that way.
- **All announcements made in class will be repeated, and all assignments will be posted, on our course Moodle page and via email** (through our course Moodle page). You will need to get into the habit of checking our Moodle page and your **LSU email account** daily. Please note that *even if you have set up your LSU email to forward to a different account, it will not always do so*.
- You must be able to access our course Moodle page. If you cannot access the course on Moodle, you need to check with the LSU Computing Center (578-0100).

Basic Lecture Hall Rules:

- Do not enter the classroom if you are more than ten minutes late.
- If you must leave early, please let me know before class, and sit near the door.
- If you need to sleep, do not come in; go home and go to bed.
- Please be aware the lecture hall is not a coffee shop. If you want to read the paper, check Facebook, chat to your friends, or send text messages, please go to a real coffee shop. I recommend Highland Coffees on State Street.

Cellphone and Earbud Policy:

Cellphones are, in all cases, **not allowed in my classroom**. Seriously. Turn it off and put it away. You may not mean to be disrespectful when you look at your phone during class—but I view it as such. If you are on your phone during class, I will—very loudly—insist that you put it away. This interaction will embarrass you and annoy me. So just avoid the whole thing: *Turn off your phone and put it away as soon as you enter the classroom. Ditto for earbuds.*

How This Course Works

Grades:

Your final course grade depends solely on points accumulated. Ignore the percentages.

Ignore the letter grades in the Moodle grade book. Just add up all the points you've earned. Every week I'll post on Moodle (under Grades--"How to calculate your grade thus far") the number of points you need for a perfect score at that point in the course. Divide your point total by that number, and you'll know your grade thus far (e.g. If the course total is 185 and you have 152, then $152/185 = .82 = 82\% = B-$.)

Grading scale:

870-900= A+	690-714= C+
835-869= A	655-689= C
810-834= A-	630-654= C-
780-809= B+	600-629= D+
745-779= B	565-599= D
715-744= B-	540-564 = D-
	Below 540=F

Course points:

Syllabus quiz:	20 points
In-semester exams (2):	300 points
Final exam:	200 points
<i>Making an argument</i> assignments (3):	75 points

<i>Fake history</i> assignment:	75 points
<u>CBT reading/map quizzes (7):</u>	<u>230 points</u>
A PERFECT SCORE	900 points

Other ways to earn points:

Clicker points:	?? points
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In-Class Mystery Doc discussions (3):	30 points
In-class Practice Arguments (4):	20 points

Discussion participation:	50 points
SI participation:	30 points
On-campus participation:	?? points
Office visits	?? points

Course Points:

Syllabus Quiz (yes, seriously; you really do have to read this syllabus closely):

Right at the top of our course Moodle page. You must take this quiz by 9/6.

In-Class and Final Exams:

We will have two in-semester exams-- on 9/20 and 10/23; the final exam is on Tuesday, Dec. 10, at 12:30 pm in 9 Lockett. You must bring a pen (blue or black ink) to the in-class portions of these exams.

Make-ups are given only in cases of real and certifiable emergency.

- Each exam consists of a take-home essay and an in-class component, comprising identification and short essay questions.
- You will receive the take-home essay question well in advance.
- The final is not cumulative.

CBT (Computer-Based Testing) Reading and Map Quizzes:

These multiple-choice quizzes will be administered by the Computer-Based Testing Center in Himes Hall: <http://www.cae.lsu.edu/default.asp>.

You will need to register in advance for your testing time. You go to Himes to take your quiz at the CBT Center. Be sure you have your LSU ID. No cell phones allowed.

- **Download the CBT Quiz Info Sheet from our course Moodle page** for detailed information about what is covered on each quiz.
- The computer-based quizzes test your comprehension of **the readings and maps**.
- Make-ups are allowed only in the case of excused absences (see the Attendance Policy above).
- The Revel version of our textbook quizzes you on each major section of the reading. **Taking these self-assessments will help prepare you for the CBT quizzes.** Note that you do not receive points for these Revel assessments—but they will help you on your CBT quizzes.

Making an Argument Assignments:

These short essay assignments will focus on honing your ability to construct an historical argument—good practice to prepare you for the essay component of your exams in this class, and more importantly, a **completely transferrable critical thinking skill**: No matter what your major or intended career, you need to know how to construct an evidence-based argument and how to dissect your own and other people's arguments.

Almost every class session listed on the Course Schedule below features a "Be Ready to Answer" section that includes at least one starred question. **These starred questions are your options for your "Making An Argument" assignments.** Please see the "Making an Argument" assignment info sheet (on Moodle) for specifics RE required length, format, and content.

Each assignment is worth 25 points. You must complete one of these assignments during each of the following time blocks, for a total of three (3):

- 8/30-9/13
- 9/23-10/16
- 10/25-11/8

You may, if you choose, complete four and drop your lowest score.

The assignment is due before class (by 11 am)--i.e., if you opt to do the starred question for 8/30, your essay is due by 11 am on 8/30.

No late submissions accepted.

Please see the "Making an Argument" assignment info sheet (on Moodle) for specifics RE required length, format, and content.

Fake History assignment:

Like fake news (also called hoax news—websites that produce false news stories, usually for profit and often to disrupt democratic politics), "fake history" infects much of what you'll read online. Sometimes, like fake news, "fake history" is completely made up. More often, it relies on distortion and exaggeration. As a student of history, you need to be able to evaluate the reliability of information that you encounter online. Here, again, is a **transferrable skill**: No matter what your major

or intended career, you need to know how to think critically about and how to evaluate the reliability of the information that you encounter online. This assignment is due on 11/18. See the Fake History assignment info sheet on Moodle.

Other ways to earn points in this course:

(You can call these options “extra credit,” but I think of the activities that produce these points as essential to what I am aim to teach in this class. There is, however, no way to make up these points and so I have not included them when calculating the grade scale—but if you earn them, they will count!)

Clicker Points:

Pretty straightforward: every class session will include “clicker questions” based on the day’s reading and the lecture. Get the question right and you get a point.

Mystery Doc Discussions:

Three times in the semester we will break into small groups for a “Mystery Doc discussion.”

In your groups you will read/view, discuss, and answer questions on a “mystery document”—a primary source, the basic building block of historical analysis and explanation. Each group will submit its answers; the best submission in the class will earn ten points for each group member; the rest of the class will earn points as follows: A work = 9 points, B work = 8, C = 7, D= 6, F = 5. Please note that if you miss class on a Mystery Doc day, you will not be able to make up the points.

Practice Arguments:

You will receive four very short in-class writing assignments that will give you the chance to practice constructing a thesis and outlining an historical argument—two vital skills for history writing that are, in fact, completely transferrable to other disciplines and professions. In other words, no matter what your intended career or major, you will do better at it if you know how to construct a logical and evidence-based argument. Each of these assignments will be marked on a five-point scale. Please note that if you miss class on a PA day, you will not be able to make up the points.

Discussion Sessions:

Be sure to download the Discussion Session Schedule from our course Moodle page.

The purpose of the **discussion sessions** is to give you the chance to ask questions and discuss course material in a small group setting. Note that discussion sessions are NOT review sessions. Attendance at group discussions will earn you points (up to 5 points per session) **provided that**

–you **participate** in the discussion; **and**

–your participation is based on your **preparation** (i.e. you’ve done the reading).

SI Sessions:

See “Discussion and SI Sessions” on our course Moodle page. SI stands for “Supplemental Instructor.” Your SI, Eleanor Whitfield: ewhitf4@lsu.edu, will hold weekly SI sessions that are designed to help you master the course material. She will also help you improve your study skills and improve your exam-taking strategies. Attendance at SI sessions will earn you points (3 points per session) – as long as you actively participate in the session.

On-Campus Participation:

This is a large research university, with abundant opportunities for intellectual and cultural engagement. Whenever something is going on that connects with our course in any way,

I will offer points for your participation. I am always open to suggestions.

Office Visits:

I have found that students are increasingly reluctant to trek to see me in my office, even when they have important questions or concerns. To overcome that reluctance, and to encourage you to view your professors' office hours as an important resource, I will grant you course points: 5 points for the first visit, and 3 points per visit thereafter (but only one visit per week!) My office hours are Mondays, 9-10:30, 3:30-5:00 in 250F Himes Hall. **You do not need an appointment to see me during office hours.** If you cannot make my office hours, please make an appointment by emailing me at hyveld@lsu.edu.

Lecture and Assignment Schedule:

The West since 1550 ENCOUNTERS AND TRANSFORMATIONS

Get in the habit of doing a quick review of the previous session's notes and your reading notes before the start of each class.

All readings are from Levack, Muir, Veldman, *The West: Encounters and Transformations*, Vol. 2, 5th edition via the Revel online platform.

Part I: The West in the Early Modern Era

8/26 *What are we doing and why are we doing it*

Before class, read and come prepared to discuss: The syllabus (yes!-reading the syllabus is the assignment; you are required to take a syllabus quiz via Moodle by Sept. 6.)
Be ready to answer:

- How is this course graded?
- What are the course requirements?
- What questions do you have about the set-up of this course?

8/28 *The West, 1490-1550*

Before class, be sure that you read:

- "What is the West?" (click on Table of Contents; click on "What is the West?"—read the entire essay, through "The Why Question")
- "Argument and Thesis: The Essentials" (on Moodle, under Basics)

Examine: Map 15.1

Be ready to answer:

- What is the connection between "encounters" and changing definitions of "the West"?
- What are the "right questions"?
- What does the interactive Map 15.1 (at bottom of 15.3, before 15.3.1) tell us about the West in the mid-16th century?
- What are the key features of historical argument and of how the historian works?
- What makes for a good thesis?

8/30 *Good Government? Political Crisis and Western Identity*

Before class, be sure that you read (in this order):

- Ch. 16: Introduction (these introductory sections are very important for setting up major themes—pay attention!)
- 16.1: The Nature of Absolutism thru 16.1.3 (i.e. stop when you get to 16.2)
- 16.4: Intro (just the single paragraph under Resistance to Absolutism in England and

- the Dutch Republic)
- **15.4.2:** The Renaissance of Poland-Lithuania (note the **15** is NOT a typo—go back to Ch. 15 and read this section)
- 16.4-16.4.3 (events in England)—don't worry about dates (know that the English Civil War was in the 1640s and the so-called Glorious Revolution was in 1688); don't obsess about names (know Charles I—he gets his head chopped off); this account here is *far* too detailed—get the general story: when, how, and why did the Stuart kings attempt to establish absolutist govt? why did they fail?
- 16.4.4. The Dutch Republic
- 16 Conclusion

Examine: Map 16.3.

Be ready to answer:

- How did a non-absolutist monarchy differ from an absolutist, and why did many political theorists prefer the latter?*
- What did warfare have to do with the emergence of absolutism?
- What were the “exceptions to absolutism”? What sort of political alternatives did these exceptions offer?*

9/2 Labor Day: no class

9/4 *External Encounters: Overseas Empires and the Expansion of the West*

Before class, read:

- Ch. 18 Intro
- 18.1: European Empires in the Americas and Asia (just the introductory section—3 paragraphs; stop at 18.1.1: The Rise of the British Empire)
- 18.3: The Atlantic World, thru 18.3.3 (including “Encounters and Transformations;” you may omit the “Different Voices” feature)
- 18.4 Intro (just the single paragraph under Encounters between Europeans and Asians)
- 18.4.2. Changing Europeans Attitudes toward Asian Cultures
- 18 Conclusion

Examine: Map 18.1, Map 18.4.

Be ready to answer:

- What are the definitions of “metropolis,” “state,” and “empire”?
- What was the “Atlantic World”? Why was slavery so crucial to it?
- How did the growth of overseas empires change the definition of the West and the global balance of power?*
- When, how, and why did European attitudes toward Asian cultures change?

LAST DAY TO DROP WITHOUT A ‘W’

9/6 *Living in the Material World*

Before class read:

- 17 Intro thru 17.1.2 (up to Chemistry—i.e. you don't have to read the sections on Chemistry and Biology)
- 17.2 thru 17.2.4 (the entire section under The Search for Scientific Knowledge)
- 17 Conclusion

Be ready to answer:

- When and what was “the Scientific Revolution” and why was it crucial in defining Western culture?*
- What is the difference between inductive (or empirical) and deductive reasoning? How did both shape the Scientific Revolution?

FINAL DAY FOR ADDING COURSES

LAST CHANCE TO TAKE THE SYLLABUS QUIZ (ON MOODLE)

9/9 *Living in the Material World (2)*

Before class, read:

- 19.2.2 and 19.2.3: The Social Position of the Bourgeoisie and the Bourgeois Critique of the Aristocracy
- 19.3 thru 19.3.1—up to (stop before reading) Voltaire and the Spirit of the Enlightenment (you may omit the “Different Voices” feature)
- 19: Encounters and Transformations: The Enlightenment, Pacific Islanders, and the Noble Savage (you’ll find this section between 19.3.3 and 19.3.4)
- 19 Conclusion

Examine: Map 18.1.

Be ready to answer:

- Who were the bourgeoisie? What were the major points of “the bourgeois critique of the aristocracy”?
- When and what was the Enlightenment?
- What were the connections between the Enlightenment debate over progress, the idea of the “noble savage,” and the changing definition of the West?*

CBT Quiz 1: Testing window: 9/9-9/10. See the handout “Reading and Map (CBT) Quizzes”—it tells you EXACTLY what you need to know for this quiz (and those to come).

Part II: The West Enters “Modernity”

9/11 *One of the West’s Most Important Ideological Encounters: The French Revolution(s)*

Read:

- 18.5.2 (“The Haitian Revolution”)
- 20 Intro through 20.2.3 (you may skip the “Different Voices” and the “Justice in History” features)

Be ready to answer:

- What caused the outbreak of the French Revolution?
- What were the achievements of the “first French Revolution”?
- What brought about the shift from the 1st to the 2nd revolution?
- How did the 2nd French Revolution differ from the first? How was it a continuation?*

9/13 *The French Revolution Ends and Continues*

Must have completed first *Making an Argument* assignment by this class session (11 am).

Read:

- 20.2.4: The Directory
- 20.4. thru 20.4.5 (the entire section under “The Napoleonic Era”—you may skip the Encounters and Transformations feature)
- 20 Conclusion

Examine: Map 20.2, Map 20.3

Be ready to answer:

- What was the Directory? Why was it so unstable?
- Did Napoleon end or save the French Revolution? (Was he its heir or its undertaker?)*
- How does Map 20.2 help explain Napoleon’s popularity in France?
- What difference did the French Revolution make? Why is it worth an entire Western Civ textbook chapter?*

9/16 *The More-Than-Industrial Revolution*

Read:

- Ch. 21 Intro thru 21.1.4: Do not worry about memorizing names of inventors or dates of inventions!!
- 21.2 thru 21.24 (the entire section under "Conditions Favoring Industrial Growth")
- 21.4 thru 21.4.5, including the Justice in History feature (you may omit the Different Voices feature)
- 21 Conclusion

Examine: Map 21.1.

Be ready to answer:

- What were the four major developments of the Industrial Revolution?
- What was the link between the Consumer and the Industrial Revolutions?
- What difference did the Industrial Revolution make? Why is it worth an entire Western Civ textbook chapter?

9/18 *Industry and Empire or, The West OVER the Rest?*

Read:

- Ch. 21.5 thru 21.5.2
- 21 Conclusion

Answer: What was the connection between British industrialization and British imperialism?

CBT Quiz 2: 9/18-9/19

9/20 Exam #1—Bring blue or black ink pen. You will not be permitted to write your exam in pencil!

Part III: Making Sense of Modernity

9/23 *Ideological Encounters: The Liberal Response*

Read:

- 22.Intro (skip first 3 paragraphs, start with "The short life of the Paris Commune...")
- 22.1.1 and 22.1.2 (Liberalism and Conservatism)

Be ready to answer:

- What did "liberal" mean in the 19th century?
- What did "conservative" mean in the 19th century?
- Think of the subtitle of today's lecture: To what developments was the emergence of liberal and conservative political ideologies a *response*? How so?*

9/25 *Liberalism and the Construction of the Doll House*

Read: 19.3.4: Women and the Enlightenment

Be ready to answer: What is the idea of "separate spheres" and the ideology of female domesticity?

9/27 *All Kinds of Encounters: The Promise and the Threat of Nationalism*

Review 22.1.4

Read:

- 22.1.4: Nationalism
- 22.1.5: Culture and Ideology
- 22.2: Ideological Encounters in Europe, thru 22.2.2 (stop at Liberal Reforms in Britain)

Examine: Map 20.3, Map 22.3, Map 22.4, Map 23.3.

Be ready to answer:

- What is the definition of "romanticism"? How does it contrast with "scientific rationalism"?*
- The subtitle of section 22.1.4 is "The Unity of the People." What people?
- What is the difference between a nation and a state?
- Nationalism was born in the French Revolution. How so?
- Who saw nationalism as a promise? Who saw it as a threat?*

9/30 1848!

Read:

- 22.2.4: read the first paragraph, then skip past "The French Revolution of 1848" to "The Revolutions of 1848 in Germany, Austria, Bohemia, and Hungary"—read thru "The Failure of the Revolutions of 1848"
- 22.3.4: Nationalism in Eastern Europe: Preserving Multinational Empires

Examine: Map 22.1.

Be ready to answer:

- What role did nationalism play in the Revolutions of 1848 in eastern, central, and southern Europe?
- Who ultimately won in the Revolutions of 1848?*

10/2 *The Transformation of Nationalism*

Review 22.1.4 (Nationalism), particularly the last two paragraphs.

Read 22.3.2: German Unification

Examine: Map 22.3.

Be ready to answer:

- What does the title of today's class session have to do with German unification under Bismarck?*
- How did Bismarck achieve German unification?
- What sort of state was the new Germany?

CBT Quiz 3: 10/2-10/3

10/4 *Nationalism and Nation-Making*

Read from 23. Intro through 23.2.1 (up to but not including Nation-Making: The Examples of France, Russia, and Ireland)

Examine: Map 23.1.

Be ready to answer:

- Who was Sofia Perovskaia and how does her death provide us with a potent image of this period?
- What developments transformed Western economies and social life between 1870 and 1914?
- What factors made mass politics possible?
- How did elites respond to the threat of mass politics?*
- What does the author here mean by "nation-making"? Who was "making nations" and why?

10/7 *Internal Encounters: Race and Nation*

Read:

- 23.2.2: Nation-Making: The Examples of France and the Russian Empire (you may skip the sub-section on the Irish Identity Conflict)
- 23.3.2: The Politics of Race and Nation (stop at 23.4 The Women's Revolt)
- 23 Justice in History: The Dreyfus Affair

Examine: Map 23.1.

Be ready to answer:

- How successful were French and Russian elites at nation-making?
- What was the Dreyfus Affair? What does it reveal about nation-making in France?*
- In the context of later 19th-century Europe, to whom did racist mass politics appeal? Why?
- How do historians explain the emergence of modern antisemitism?

10/9 *Internal Encounters: Masses and Classes*

Reread: **21.4.4:** Class and Class Consciousness

Read:

- **22.1.3:** Socialism (note that the **22** here is not a typo; go back to Ch. 22 and read this section; you may omit the Different Voices feature)
- 23.3 thru 23.3.1: The New Mass Politics—The Politics of the Working Class

Be ready to answer:

- How did the Industrial Revolution produce a new social structure? What was new about a “class society”?
- Socialism, like liberalism and conservatism, is a political response (and ideology) to the new world brought into being by the French and Industrial Revolutions. How so?
- What did Marxist socialism have to offer the new working class?
- How did socialist successes in the 19th and early 20th centuries actually work to reduce the chances of socialist revolution?*

10/11 *Internal Encounters: Women and Men*

Read:

- 23.4 through 23 Conclusion (the entire section on The Women’s Revolt, including Different Voices: The Debate over Women’s Suffrage)
- 24. 2 thru 24. Justice in History: The Trial of Oscar Wilde

Be ready to answer:

- Why was the women’s movement largely middle-class?
- What areas of reform did the women’s movement focus on?
- Why were many people, including women, opposed to women’s suffrage?* (Be sure to include the Different Voices feature, as well as the rest of today’s reading, in your response.)
- How successful was the women’s movement before 1914?*

10/14 *Fin-de-Siècle: The West Encounters the Dark Side*

Read:

- Read 24 Intro up to 24.3 (Intro, Scientific Transformations, Cultural Crisis—including Justice in History: The Trial of Oscar Wilde)

Be ready to answer:

- What were the major scientific developments between 1870 and 1914, and why did they produce both optimism and anxiety?*
- What is the connection between changes in gender roles and *fin-de-siècle* anxiety?
- What is the significance of the Oscar Wilde trial?*
- What is Social Darwinism and how did it shape the *fin-de-siècle*?
- What is modernism and how did it shape the *fin-de-siècle*?

10/16 *External Encounters: The New Imperialism*

Second Making an Argument assignment must be completed by this class session.

Read:

- 24.3 through 24.3.2 (up to 24.3.3. Asian Encounters; including the Different Voices feature)
- 24 Encounters and Transformations: Picasso Goes to the Museum
- 24 Conclusion

Examine: Map 24.1, Map 24.2, Map 24.3.

Be ready to answer:

- What was new about the “new imperialism”?* (Be sure to include the “Different Voices” in your answer.)
- What were the obstacles to European control over Africa? When and how did they overcome these obstacles?
- What is the wider significance (beyond art history) of Picasso’s *Les Femmes d’Alger*?
- What are the connections between the new imperialism and the cultural crisis discussed in the preceding two main sections of this chapter?*

CBT Quiz 4: 10/16, 10/21

10/18 Fall holiday: no class

Part IV: Modernism and Mass Destruction— Total War and Totalitarianism

10/21 *The West Encounters Total War*

Read: 25 Intro through 25.1.4

Examine: Map 25.1.

Be ready to answer:

- What four factors help explain the origins of World War I? Which was the most important and why?
- German policymakers made two crucial gambles in the months leading up to the start of WWI. What were they?
- What does the author mean by “the will to war”? How does “the will to war” help explain the origins of this conflict?

10/23 Exam #2

10/25 *The Western Front*

Read: 25.2 thru 25.3.3, including Different Voices: The Cultural Impact of the Western Front

Examine: Map 25.2.

Be ready to answer:

- How does the history of the Western Front help you make sense of the poems in “Different Voices”?*
- How did the Eastern Front differ from the Western Front?
- What is total war? What strategies did governments use to produce a “total war mentality”?
- In what ways did the war produce “the world turned upside down”?*

10/28 *The Eastern Front and the Revolutionary Aftermath*

Review: 25.2.2: The War in Eastern Europe

Read:

- 25.4: War and Revolution through 25.4.1: The Russian Revolutions
- Justice in History: Revolutionary Justice (this feature is placed before 25.4.1, but read it after, or it won’t make sense!)

Examine: Map 25.3, Map 25.5.

Be ready to answer:

- In the battle between Germany and Russia on the Eastern Front, who won? How?
- Who “made” the February Revolution” and why?
- Why was there a second Russian revolution in October?

- Where, when, and why did the revolution come to a halt?
- How did the execution of the tsar and his family reveal key features of Bolshevik ideas about law and justice?*

10/30 *The Making of the Modern Middle East*

Review: 25.2.3: The World at War

Read:

- 25.4.3 (Making of Modern Middle East) through 25 Conclusion
- **26.6** Intro (just the single paragraph under “The West and the World: Imperialism in the Interwar Era”—up to “The Irish Revolution”)
- 26.6.2. (Changing Power Dynamics)
- 26.6.3 (Postwar Nationalism, Westernization, and the Islamic Challenge)

Examine: Map 25.6.

Be ready to answer:

- Did WWI change Western imperialism and the global balance of power?*
- How was the Middle East “remade”? What were the results?
- How does Map 25.6 help explain the failures of this “remaking”?
- How and why did the end of WWI usher in a new era in Islamic history? What were the implications for Western identity and for the Middle East?

11/1 *A Turning Point?*

Read:

- **25.4.2**: The Failure of Wilson’s Revolution
- 26 Intro through 26.2.1.
- 26.5 through 26.5.2: up to “Women and the Radical Right”

Examine: Map 25.5, Map 26.1.

Be ready to answer:

- In what ways was the war a major turning point?
- In what ways was the war “a turning point that failed to turn”?*

11/4 *Interwar Ideological Encounters: The Radical Right*

Read:

- 26.2.2 through 26.3.3, including Justice in History—The Trial of Adolf Hitler
- 26.5.2: “Women and the Radical Right”

Be ready to answer:

- Who was Mussolini and what was fascism?
- How did WWI play an essential role in shaping Nazism?
- How was Nazism a variant of fascism?
- What did Hitler’s trial reveal about democratic stability in post-WWI Germany?*

11/6 *Stalin’s Revolution*

Read:

- 26.4 through 26.4.2 (including the Different Voices feature—comes at the end of 26.4.1)
- 26.5.2: “Women in the Soviet Union”
- 26 Conclusion

Be ready to answer:

- What were the key events and principal features of Stalin’s revolution?
- Stalinism and Nazism were ideological enemies: Stalinism on the Far Left and Nazism on the Far Right; yet, they shared startling commonalities. What and why? (Be sure you use the Different Voices feature as well as the rest of today’s reading.)*

CBT Quiz 5: 11/6-11/7

11/8 *World War II: The Axis Victorious***Third Making an Argument assignment must be completed by this class session.**

Read: 27 Intro through 27.2.2, including "Different Voices: Appeasement and the Munich Agreement"

Examine: Map 27.1, Map 27.2

Be ready to answer:

- What were the motivations behind appeasement? Why did it fail?*
- Look at Map 27.2--how do historians explain the Nazis' astounding success between Sept. 1939 and the end of 1941?

FINAL DAY TO DROP COURSES

FINAL DAY TO REQUEST RESCHEDULING FINAL EXAM WHEN THREE EXAMS ARE SCHEDULED IN A 24-HOUR PERIOD

11/11 *World War II: The Crucial Conflict*

Read 27.3 through 27.3.4.

Examine: Map 27.4.

Be ready to answer:

- What was "the crucial conflict" in the European war? Why?
- Why do historians consider 1942 the turning point in WW2?
- Why did Germany lose this war?

11/13 *The Legacy: Mass Death and the Meaning of Western Civilization*

Read: 27.4 through Conclusion (including Justice in History: The Trial of Adolf Eichmann)

Be ready to answer:

- What were the "wars within the war"?
- How did the Holocaust evolve?
- Why did so few Europeans resist Nazism?
- Why did (and does) the Eichmann trial arouse great controversy?
- How was World War II "the women's war"?
- What is social democracy and why did Europeans embrace it after the war?

Part V: Division, Democracy, Diversity

11/15 *The West Redefined (1): How Big Chunks of the West Became Not West*

Read:

- 28 Intro
- 28.1 thru 28.1.2 (all of the section under A Dubious Peace, 1945-1949)
- 28 Justice in History—Show Time: The Trial of Rudolf Slansky (after 28.1.2)
- 28.2 thru 28.2.2 (up to, but not including, The End of European Empires)

Examine: Map 28.1, Map 28.5.

Be ready to answer:

- What factors determined the outbreak of the Cold War?
- What did the Cold War mean for the peoples of central and eastern Europe?
- How did Allied states such as Poland end up on the "other" side of the Cold War?
- How does the Slansky trial illustrate Stalin's paranoia about losing control over central and eastern Europe?

11/18 *The West Redefined (2) The End of Empire?***Fake History assignment due**

Read:

- 28.2.3 (The End of the European Empire) and 28.2.4 (Cold War Empires)

- 28 Different Voices: Torture and Terrorism in the French-Algerian War (at the bottom of 28.2.3)

Examine: Map 28.2, Map 28.4

Think about:

- When and why did western European states decolonize?
- Why is there a question mark at the end of today's lecture title?
- In what ways were Cuba, Vietnam, and the Middle East "Cold War arenas"?
- What issues did the French-Algerian War and the use of torture raise for French national identity?

11/20 *The West Redefined (3): Social Democracy and Affluence*

Read

- 28.4 thru 28.4.4 (the entire section under The West: Consensus, Consumption, Culture)
- 28 Conclusion.

Be ready to answer:

- What is social democracy and where and why was it built?
- The phrase "age of affluence" refers to more than economic developments. How so?
- What is "coca-colonization"?

11/22 *Stagflation, Solidarity, and Civil Society*

Read:

- 28.3 through 28.3.3 (the entire section under The Soviet Union and Eastern Europe in the 1950s and 1960s)
- 29 Intro through 29.2.1
- Encounters and Transformations: Rock and the Velvet Revolution (at the bottom of 29.2.1)

Examine Map 28.5.

Be ready to answer:

- What were the key developments in the communist bloc after Stalin's death?
- How did stagflation in the West affect political and social developments in Eastern Europe?
- Why was Solidarity "the beginning of the end" of communist regimes in eastern and central Europe?
- What is "civil society" and why does it matter?
- How do the story of the Plastic People of the Universe, on the one hand, and environmental protest on the other, illustrate the importance of "civil society"?

CBT Quiz 6. Testing window: 11/22, 11/25

11/25 1989!

Read: 29.2.2 (Gorbachev and Radical Reform) thru 29.2.4 (The Disintegration of the Soviet Union)

Be ready to answer:

- Who was Gorbachev? What was he trying to do? Did he succeed?
- What happened in 1989?
- How do we explain the momentous events in central and eastern Europe that unfolded between 1989 and 1992?

11/27 Thanksgiving holiday: no class

11/29 Thanksgiving holiday: no class

12/2 *After the Revolutions*

Read: 29.3 through 29.3.3 (all of the section under In the Wake of the Revolution)

Examine Map 29.1, 29.2

Be ready to answer:

- Who were the winners and losers in eastern and central Europe after 1989? Why?
- What sort of society is Putin's Russia?
- What happened in the former Yugoslavia in the first half of the 1990s?

12/4 *The Postmodern West*

Review: 28.4.2: "Economic Integration"

Read 29.4 through 29.4.2 (up to, but not including, Islam and the West; you may omit the Different Voices feature)

Examine Map 29.3.

Be ready to answer:

- What is "postmodernism" and what does it tell us about Western identity at the end of the 20th century?
- How did the EEC become the EC and then the EU? What was the significance of these changes in letters?
- How did developments within the EC/EU alter the West's geographic boundaries? Did these developments alter the West's cultural definition?

12/6 *Islam and the West*

Review:

- 28.4.4: "Immigration and Ethnic Diversity"
- 29.1.1: "Economic Crisis," "Consequences," "Turn to Terrorism"

Read:

- 29.4.3 through 29 Conclusion.
- 29 Justice in History: The Sentencing of Salmon Rushdie

Examine Map 28.3.

Be ready to answer:

- What factors explain large-scale immigration of non-Western peoples into western Europe?
- What was the significance of the Rushdie case?
- What is Euro-Islam?
- What is Islamism and how does it differ from Islam?

CBT Quiz 7. Testing window: 12/6, 12/9

Final Exam: Tuesday, Dec. 10, 12:30 pm in 9 Lockett in our regular classroom