

HIST 1013: Western Civilization II

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Office Hours: MWF: 9:30-10:20, 11:30-12:20, MAIN 415

Overview of Core Courses in History:

History is the study of the past. As an academic discipline, History embraces every aspect of the human experience, including warfare, political institutions, the economy, religious practice, technology, and artistic endeavor. History asks students to analyze empire and revolution, genocide and humanism, enslavement and liberation, sexuality and gender and to do so from the perspective of both social scientific and humanistic inquiry. There is no field more diverse than History and none more individualistic. History can be as long ago as the excavated texts and artifacts of ancient China or as recent as mass-produced newspapers from the twentieth-century American West.

Objectives of Core Courses in History:

By the end of the semester, you will have an understanding of the following issues:

- The role played by diversity in shaping human experience
- The operation of large-scale forces responsible for causing change over time, such as politics, economics, technology and religion
- The challenges mounted by an increasing reliance on technology
- The changes caused by the increasing interconnectedness of today's world

Attendance/Behavior Policy:

Attendance is expected by all students each class meeting. Tardiness will not be accepted. Make-up examinations are intended for students with valid excuses only.

Students are asked to silence all cell phones, refrain from browsing the Internet and/or engaging in conversation during lectures. Students are free to ask questions or make comments during class, so long as they are relevant to the discussion at hand. Inflammatory language, racial/sexual discrimination and belligerency will not be tolerated, and may be subject to expulsion from the class. Please respect your instructor and fellow students, so that the course may remain a friendly, open forum of discussion and debate.

Assignments:

2 Exams (125 Points x2)=	250
1 Final (150)=	150
1 Book Review (100) =	100
Total:	500 Points

Book Review:

Students will be required to write a book review on one of the three assigned secondary readings. Reviews are due on December 2. Late reviews will not be accepted. Guidelines for the book review will be handed out later in the semester.

Exams:

Exams will consist of short-answer and essay-style questions. Emphasis will be placed on broad themes, narrative elements and historical concepts. Questions will combine general information from the textbook, concepts reiterated during lecture and important arguments/ideas from the secondary and online readings. Students should expect *at least* one question about the section's secondary texts per exam. Exams will be cumulative in nature, though emphasis will be placed on material discussed since the previous exam.

Makeup Policy:

Students who miss exams will be required to retake exams on the arranged day at the end of the semester. Makeup exams are only for missed exams—if you have already taken an exam, you cannot retake the exam in hopes of a better score.

Textbook:

- Coffin, Judith G. and Robert C. Stacey. *Western Civilizations*, Vol. II- 16th Ed. New York: W.W. Norton, 2008.

Secondary Texts Required:

1. **For Exam 1:** Harkness, Deborah E. *The Jewel House: Elizabethan London and the Scientific Revolution*. New Haven: Yale University Press, 2007.
 - **Reading:** *Prelude*, Chapters 1, 4, 6, *Coda*
2. **For Exam 2:** Headrick, Daniel R. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*. New York: Oxford University Press, 1981.
3. **For Exam 3:** Pells, Richard. *Not Like Us: How Europeans have Loved, Hated and Transformed American Culture Since World War II*. New York: Basic Books, 1997.
 - **Reading:** Introduction, Chapters 1, 3, 5-12, Conclusion

Online Readings (StudySpace Website):

1. Machiavelli, Of Cruelty and Clemency, from *The Prince*
2. Luther, Address to the German Nobility (1520)
3. The Edict of the Diet of Worms, May 1521
4. Saint-Simon, *The Court of Louis XIV*, early 18th century
5. Kant, An Answer to the Question, "What is Enlightenment?" (1784)
6. Abbé Sieyès, What is the Third Estate? (1789)
7. Proclamation of Greek Independence (1822)
8. Thomas Malthus, An Essay on the Principle of Population (1798)
9. Thomas Carlyle, Signs of the Times (1829)

10. King William Explains the Cause of the War with Austria (1866)
11. John Arthur Hobson, Imperialism (1902)
12. Edward Morel, The Black Man's Burden (1903)
13. Wilfred Owen, Dulce Et Decorum Est (1917)
14. Joseph Goebbels, "We Demand" (1927)
15. Szilard Petition, First Version (July 3, 1945)
16. George Marshall, Speech Delivered at Harvard University (June 5, 1947)
17. Letters on Board Voyager (1977)

Reading Guidelines:

Textbook readings are designed to complement the lectures. Textbook material *not* covered during lecture will *not* be on the exams. Thus, during class you should primarily focus on recording themes/outlining information, rather than rewriting the lectures word-for-word.

Secondary readings are intended to emphasize particular events/concepts that are essential to Western Civilization. When reading, focus on the arguments presented in the books, *not* the facts/figures. Think about who is writing the book, the audience of the book, and how it applies to textbook/lecture materials. This will be very beneficial when you are preparing your book review.

Online readings are primary sources- thus, in order to achieve the maximum benefit, you should read them *after* you have read the lecture's corresponding textbook material. These readings will be referenced during lectures and will be an important part of each exam. While reading each source (most are quite short), ask yourself the following questions: why did I (the instructor) assign the reading? Who wrote the reading and why did they write it? What is being said? What sort of consequences do you imagine this reading had in its time? These questions will help you when preparing for lectures and exams.

Syllabus

- **Week 1: 14th-16th Century Europe (Ch. 11)**
 - M, Aug. 24: Introduction- The History of History
 - W, Aug. 26: The Pre-Renaissance World
 - F, Aug. 28: The Age of Discovery
- **Week 2: 14th-16th Century Europe (Ch. 12, 13, 14)**
 - M, Aug. 31: The Italian Renaissance (Reading #1)
 - W, Sep. 2: The Protestant Reformation (Reading #2)
- F, Sep. 4: Counter-Reformation and Religious Warfare (Reading #3)
- **Week 3: 17th Century Europe (Ch. 14, 15)**
 - M, Sep. 7: **Labor Day**
 - W, Sep. 9: Centralization and the English Civil War (Reading #4)
 - F, Sep. 11: French Absolutism
- **Week 4: 17th Century Europe (Ch. 15, 16)**
 - M, Sep. 14: Empire and the State
 - W, Sep. 16: New Science and Art
 - F, Sep. 18: 'The Jewel House'
- **Week 5: 18th Century Europe (Ch. 17)**
 - M, Sep. 21: **Exam 1**

- W, Sep. 23: The Enlightenment (Reading #5)
 - F, Sep. 25: The Enlightenment
- **Week 6: 18th Century Europe (Ch. 18, 20)**
 - M, Sep. 28: The French Revolution (Reading #6)
 - W, Sep. 30: Radical/Napoleonic France
 - F, Oct. 2: Metternich's Europe (Reading #7)
- **Week 7: 19th Century Europe (Ch. 19, 20)**
 - M, Oct. 5: Nationalism and New Political Ideologies (Reading #8)
 - W, Oct. 7: Revolution and Reform in the West
 - F, Oct. 9: The Industrial Revolution (Reading #9)
- **Week 8: 19th Century Europe (Ch. 19, 20, 21)**
 - M, Oct. 12: Romanticism and the Age of Industry
 - W, Oct. 14: Nationalism and European Nation-Building (Reading #10)
 - F, Oct. 16: Russia, the United States and Imperial Overtures
- **Week 9: 19th Century Europe (Ch. 22)**
 - M, Oct. 19: New European Imperialism
 - W, Oct. 21: 'The Tools of Empire'
 - F, Oct. 23: Cultures of Imperialism
- **Week 10: 20th Century Europe (Ch.23)**
 - M, Oct. 26: **Exam 2**
 - W, Oct. 28: Aviation, Automobiles and New Industry
 - F, Oct. 30: Politics and the Early 20th Century State
- **Week 11: 20th Century Europe (Ch. 23, 24)**
 - M, Nov. 2: Victorian and Fin-de-Siècle Culture
 - W, Nov. 4: Empire and World War I (Readings #11-12)
 - F, Nov. 6: World War I and the Soviet Revolution (Reading #13)
- **Week 12: 20th Century (Ch. 25, 26)**
 - M, Nov. 9: The Interwar Years
 - W, Nov. 11: The Rise of Radical Government (Reading #14)
 - F, Nov. 13: World War II (Reading #15)
- **Week 13: 20th Century (Ch. 27)**
 - M, Nov. 16: Hot War, Cold War (Reading #16)
 - W, Nov. 18: Postwar Europe
 - F, Nov. 20: Nationalism and Decolonization
- **Week 14: 20th Century (Ch. 28)**
 - M, Nov. 23: Counter-Culture and Velvet Revolutions (Reading #17)
 - W, Nov. 25: **Thanksgiving**
 - F, Nov. 27: **Thanksgiving**
- **Week 15: 20th -21st Century (Ch. 28-29)**
 - M, Nov. 30: 'Not Like Us'
 - W, Dec. 2: The Modern West (**Book Reviews Due**)
 - F, Dec. 4: Conclusions and Review
- **Week 16: Make-Up Exams/Final**
 - M, Dec. 7: Make-Up Exams
- **Week 17: Dec. 10-16: Final Exam (TBA)**

Academic Dishonesty:

The University of Arkansas strives to be a center of academic excellence. As part of our Statement of Ethics, the University strives to preserve academic honor and integrity by repudiating all forms of academic and intellectual dishonesty, including cheating, plagiarism and all other forms of academic dishonesty. Academic dishonesty is unacceptable and is subject to a disciplinary response. Students who are caught cheating or committing plagiarism may be given a failing grade in the course by the professor and may be subject to dismissal or further discipline.

Plagiarism is often misunderstood. It can be defined as submitting someone else's work as your own. It is not permissible to "cut and paste" and then just cite another's work. In writing for homework or projects, you should read and learn, process through your mind, relate ideas, and then express what you learned in your own words. Cite the references where you found your information. If you do use someone else's words, you must use quotation marks and cite. You should not overuse quotes – save them for a rare occurrence.

Inclement Weather Policy:

With regards to inclement weather, this course will be cancelled only when the University of Arkansas is closed. If your residence is far from campus or is made inaccessible because of the weather, do not put yourself at risk. I will do my best to contact the entire class the night before inclement weather is set to arrive with class-related information. If you are unsure about your own safety, please do not risk it to come to class.