



HISTORY OF WESTERN CIVILIZATION II

Major ideas, events, and individuals that have shaped European society from the sixteenth century to the present.

*IMPORTANT NOTE: EVERYTHING ON THIS SYLLABUS IS SUBJECT TO CHANGE AT THE INSTRUCTOR'S DISCRETION.

Summer Semester, 2013 (Monday, 13 May 2013 - Friday, 14 June 2013)

WESTERN CIVILIZATION - 25018 - HS 202 – 51 online

Dr. Matthew D. Zarzeczny

Office Hours: by appointment

Email: mzarzecz@ashland.edu; mzarzecz@kent.edu; mzarzeczny@jcu.edu;
zarzeczny.3@osu.edu

Catalog description: This course examines how the peoples of Western Europe understood freedom and sought to secure it in the 500 years from the Reformation to the Present. Focusing on selected historical moments during this period, the course considers how this quest for freedom transformed politics, religion, economics, and morality; in so doing, it also examines the reaction to this transformation, especially in totalitarianism.

Course content: The focus of this course is a careful examination of certain historical moments in order to witness the successive attempts of men and women in Europe to develop the conceptual and institutional requirements of freedom. In examining the theory and practice of freedom in historical context, our primary focus will be the expansion of political freedom, but, when appropriate, the development of religious, economic, and intellectual freedom will also be examined. To bring out the meaning of freedom in these different spheres, the theme of freedom will be contrasted with divine right, communist, and fascist theory and practice. This course will not attempt to survey everything that happened in Europe over a period of 500 years. Rather, certain distinctive moments in history - the Reformation, the Enlightenment, the English and French Revolutions, and modern industrialism and its consequences - will illustrate these themes and provide students a basic chronological framework. Students will examine the extent to which the present world has inherited these institutional and intellectual foundations of freedom. This period and the texts under consideration will challenge the student to discover the unfolding

drama of the discovery and expansion of freedom, and to understand the challenges to that accomplishment in the modern world.

Student learning objectives:

- 1) To know and understand the major periods, figures, and events in the history of the Western world from the Reformation through the Present.
- 2) To learn to “think like a historian” – that is, to learn to read primary historical sources, place them in a historical context, and to use them to draw inferences about historical events.
- 3) To understand and be able to give an account of the main attempts within the modern Western tradition to secure freedom.

Required Reading: As much as possible, this course will be based on the reading and discussion of primary sources provided by the instructor, but a traditional textbook will also be used in order to provide background information and a narrative framework within which to consider the primary sources. The required text for weekly reading assignments are...

1. *The Making of the West, Peoples and Cultures, A Concise History, Volume II: Since 1340*, Third Edition by R. Po-chia Hsia, Lynn Hunt, Thomas R. Martin, Barbara H. Rosenwein, and Bonnie G. Smith (New York: Bedford/St. Martin's, 2007). ISBN 0-312-55666-7 and Katharine J. Lualdi, *Sources of the Making of the West Peoples and Cultures Volume II: Since 1340 A Concise History*, Third Edition (Bedford/St. Martin's). ISBN 0-312-6656-9.

Disabilities: In accordance with federal law, if you have a documented disability (Learning, Psychological, Sensory, Physical, or Medical) you may be eligible to request accommodations from the Office of Services for Students with Disabilities (SSD). Please contact the Director, Allison West at (216) 397-4967 or come to the office located in room 7A, in the Garden Level of the Administration Building. Please keep in mind that accommodations are not retroactive so it is best to register at the beginning of each semester. Only accommodations approved by SSD will be recognized in the classroom. Please contact SSD if you have further questions.

The Importance of Inclusiveness on Campus: At John Carroll University, we are committed to fostering a respectful and inclusive campus community. Incidents of bias which are intentional or unintentional actions against someone on the basis of an actual or perceived aspect of their identity, including actions that occur in classrooms, can and should be reported on the Bias Incident Reporting Form, accessible at <http://sites.jcu.edu/bias/>. Questions about bias can be directed to members of the Bias Response Team: Lauren Bowen, Associate Academic Vice President (bowen@jcu.edu), Bud Stuppy, Director of Human Resources (cstuppy@jcu.edu) or Danielle Carter, Director of the Center for Student Diversity and Inclusion (dcarter@jcu.edu).

Academic honesty: University regulations prohibit academic misconduct, which includes plagiarism and cheating. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information and a direct link

for discussion of plagiarism, see

http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm

Scheduling and administration: You are expected to keep up with the class schedule and will be responsible for all material covered in class. You are expected to complete the day's reading by class time.

If you anticipate missing a quiz or examination for reasons beyond your control, you must notify me before the scheduled class period. If you cannot contact me, contact the History Department office at 216.397.4366 before the scheduled class period.

If you cannot take an examination at the scheduled time due to an emergency, notify me as soon as possible after the emergency is over to provide documentation of the emergency and discuss making up the assignment.

Classes Canceled – Campus Closings: Announcements of class cancellations and/or campus closings will be made on the campus home page. In the case of an emergency, weather-related or otherwise, please check the university's web page for information on the buildings and times of the closing. While information may be broadcast by radio and television, this should be confirmed by the web page, which is the official announcement of the campus and which will be the information used to determine issues related to student attendance, rescheduling of tests, and other concerns.

Grading: Your grade will be based on 100 percentage points, allocated as follows:

Midterm Essay Draft	= 25%
Participation	= 25%
Quizzes	= 25%
Final Essay Draft	= 25%

Student assessment criteria: Students will be assessed on the basis of their contribution to in-class discussion of primary source material (posting a few sentences at least twice per week), through weekly quizzes, and through a formal interpretative and research take home midterm essay and final exam. Thus, this class includes a substantial writing component.

Two drafts of typed take-home essays of 4 to 6 pages will be designed as much to test your ability to organize, analyze and explain what you know as to find out what you do not know.

The purpose of the take-home essay assignments is to develop your skills in thinking critically about historical issues. Accordingly, you will write a four to six page essay answering a specific question. Further guidance will be distributed in class. Essays will be graded on (1) content, accuracy and aptness of analysis and (2) quality and accuracy of prose, grammar and style. Late papers will be penalized by five points per day, weekends included.

I will warn you in advance, do not try to appeal your grade with the infamous "Hey man, this isn't English class" defense. Historians **HATE** hearing that. History is a literary art; you are learning how to communicate and explain events in the past. If your writing is

incomprehensible, you have failed in that task. I understand that spelling names like “Ashurbanipal” is tough on an in-class exam; however, if your take-home essays are marred by bad grammar and style, these problems will hurt your grade. If you need help or advice on your writing, there is also a writing workshop on campus.

Schedule (all readings should be done *before* the indicated class; films and documentaries will be shown in class):

- I. Introduction
 - a. Read “Preface” in *The Making of the West* and “Introduction for Students in *Sources of the Making of the West* by Monday, 13 May 2013
- II. Early modern history
 - a. The General Crisis of the Seventeenth Century
 - i. Read “Struggles over Beliefs, 1500-1648” in *The Making of the West* and *Sources of the Making of the West* by Wednesday, 15 May 2013
 - b. Constitutionalism versus Absolutism
 - i. Read “State Building and the Search for Order, 1648-1690” in *The Making of the West* and *Sources of the Making of the West* by Friday, 17 May 2013
 - c. The Scientific Revolution and the Enlightenment
 - i. Read “The Promise of Enlightenment, 1740-1789” in *The Making of the West* and *Sources of the Making of the West* by Monday, 20 May 2013
 - d. The French Revolution
 - i. Read “The Atlantic System and Its Consequences, 1690-1740” in *The Making of the West* and *Sources of the Making of the West* by Wednesday, 22 May 2013
 - e. Napoleon
 - i. Read “The French Revolution and Napoleon, 1789-1815” in *The Making of the West* and *Sources of the Making of the West* by Friday, 24 May 2013
- III. Modern history
 - a. Imperialism versus Nationalism
 - i. Midterm draft of essay due on Monday, 27 May 2013
 - ii. Read “Industrialization and Social Ferment, 1815-1850” in *The Making of the West* and *Sources of the Making of the West* by Wednesday, 29 May 2013
 - iii. Read “Constructing the Nation-State, c. 1850-1880” in *The Making of the West* and *Sources of the Making of the West* by Friday, 31 May 2013
 - b. World War I
 - i. Read “Empire, Modernity, and the Road to War, c. 1880-1914” in *The Making of the West* and *Sources of the Making of the West* by Monday, 3 June 2013
 - c. The Fall of the Russian Empire and the Rise of the Soviet Union
 - i. Read “War, Revolution, and Reconstruction, 1914-1929” in *The Making of the West* and *Sources of the Making of the West* by Wednesday 5 June 2013
 - d. Fascism and Nazism

- i. Read “An Age of Catastrophes, 1929-1945” in *The Making of the West* and *Sources of the Making of the West* by Friday, 7 June 2013
 - e. Consequences of World War II
 - i. Read “Remaking Europe in the Shadow of the Cold War, c. 1945-1965” in *The Making of the West* and *Sources of the Making of the West* by Monday, 10 June 2013
 - f. The Culture of Protest
 - i. Read “Postindustrial Society and the End of the Cold War Order, 1965-1989” in *The Making of the West* and *Sources of the Making of the West* by Wednesday, 12 June 2013
- IV. Conclusion
 - a. Review
 - i. Read “The New Globalism, 1989 to the Present” in *The Making of the West* and *Sources of the Making of the West* by Wednesday, 12 June 2013
 - b. Final Exam: Final Draft of Essays due and take final quiz by Friday, 14 June 2013

Grading Criteria

The following are the basic criteria we use in assigning grades for various parts of this course, including papers, essays in exams, and even posts in the discussion area.

Grade	Thesis	Analysis	Development of Argument	Structure	Grammar & Prose	Sources
A	Clear, original thesis that does not simply repeat something from the class material	Obvious understanding of the assignment; sophisticated analysis	Persuasive reasoning and well-chosen examples that are linked clearly to thesis	Coherent organization, clear paragraphs; fluid structure with clear transitions	Succinct, sophisticated writing; no grammatical or spelling errors	Use of both primary and secondary textual and visual sources, from both online and textbook material; demonstrates reliance on evidence of primary sources
B	Clear thesis, but may not go beyond reading, class discussions	Good understanding of material	Clear but may contain some inconsistencies	Coherent organization, but may lack in fluid transitions	Occasional stylistic or grammatical problems	Might be missing one or two relevant sources from online or textbook

	and online material					material; demonstrates reliance on primary sources
C	General thesis	Some confusion, either of facts or interpretation; may be somewhat redundant	Insufficient development of argument	Weak organization	Grammatical errors, unclear or awkward sentences; wordiness; heavy reliance on passive voice	Either does not use online or textbook sources or does not demonstrate understanding of primary sources
D	Vague or irrelevant thesis	Significant conceptual or factual errors; failure to respond to the specific assignment; failure to demonstrate knowledge of the assignment	Argument not developed; tendency to digress from one topic to another	Structure of response not developed; tendency to wander from one point to another	Significant grammatical errors (subject-verb disagreement, lack of verb); spelling errors	Key sources not used at all or misused
E	No thesis	Failure to understand material	Argument not developed	Poor structure	Significant grammatical errors	Total failure to use the sources ¹

Grammar tips!

Contractions: Mary Lynn Rampolla writes, “Finally, contractions (for example, wasn’t for ‘was not’ or won’t for ‘will not’) are generally too informal for use in a history paper. Rather, you should use the expanded form.”²

However: William Strunk instructs us to “Avoid starting a sentence with *however* when the

¹ If no sources are cited in any footnotes, your paper will automatically be graded as a failure. You must cite sources following The Chicago Manual of Style guidelines, which I use on this syllabus and which can easily be found online, along with many websites, including videos, that demonstrate how to make footnotes in different versions of Word and Works.

² Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, Fifth Edition (New York: Bedford/St. Martin’s, 2007), 62.

meaning is ‘nevertheless.’ The word usually serves better when not in first position....When *however* comes first, it means ‘in whatever way’ or ‘to whatever extent.’”³

This: Diana Hacker explains that “The pronouns *this*, *that*, and *which* should not refer vaguely to earlier word groups or ideas. These pronouns should refer to specific antecedents. When a pronoun’s reference is too vague, either replace the pronoun with a noun or supply an antecedent to which the pronoun clearly refers.”⁴ Strunk adds, “The pronoun *this*, referring to the complete sense of a preceding sentence or clause, cannot always carry the load and so may produce a vague statement.”⁵

Try: According to Hacker, “*Try and* is nonstandard for *try to*. *I will try to* (not *try and*) *be better about writing to you*.”⁶ Strunk agrees that “‘try’ takes ‘the infinitive: ‘try to mend it,’ not ‘try and mend it.’...*try to* is precise, and when you are writing formal prose...write *try to*.”⁷

Very: Strunk also says to use “very...sparingly. Where emphasis is necessary, use words strong in themselves.”⁸ He adds, “*Rather, very, little, pretty*--these are the leeches that infest the pond of prose, sucking the blood of words. The constant use of the adjective *little* (except to indicate size) is particularly debilitating...”⁹

Optional Bonus Essay on Great People

(Due by our last week of class)

In a small group (6-8 page essay) or as an individual (5-6 page essay), use the dissertation available for order at <http://proquest.umi.com/pqdlink?Ver=1&Exp=12-17-2014&FMT=7&DID=1907080131&RQT=309&attempt=1&cfc=1> or http://www.amazon.com/Meteors-That-Enlighten-Earth-Napoleon/dp/1443842079/ref=sr_1_1?ie=UTF8&qid=1357497315&sr=8-1&keywords=meteors+that+enlighten+the+earth for the purpose of an introduction and consider the importance of “great people” in history. First, briefly summarize my arguments concerning Napoleon’s use of the cult great men and then discuss any other instances of such idolization of great people in Western Civilization. What does admiration of great people tell us about Western culture? Is such idolization a positive or negative for Western Civilization? If positive, who, if anybody, deserves consideration as “great” and why? In the student union of Baldwin-Wallace College are two friezes of the great civilizations and men of the world. I have made a table of civilizations and men below. What do you make of the choices for inclusion here? Why are no women included? Why are there multiple Christian figures and quotations from the Bible? Why Plato and Socrates but not Aristotle? If you were to revise the table below choosing

³ William Strunk, Jr. and E.B. White, *The Elements of Style*, Fourth Edition (New York: Allyn & Bacon, 2000), 48-49.

⁴ Diana Hacker, *A Pocket Manual of Style*, Fourth Edition (Boston: Bedford/St. Martin’s, 2004), 39.

⁵ Strunk, 61.

⁶ Hacker, 39.

⁷ Strunk, 62.

⁸ *Ibid.*, 63.

⁹ *Ibid.*, 73.

the ten most significant civilizations and the ten greatest people as well as the best quotation to represent each, what and who would you choose?

- “Without enlightenment, existence is naught but futility” - Buddha
- “What does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God?” - Micah 6:8

Civilization/Man	Quotation(s)
Egypt	“The limits of art cannot be reached” -Ptah-Hotep
Arabia	“Verily we come forth from God” -Mohammed
Russia	“Give me faith and let me help others to find it” -Tolstoy
Persia	“Music uplifts the soul Love is the water of life Receive it in thy heart” -Rumi
Mesopotamia	“Put law and righteousness in the mouth of the people” -Hammurabi
India	“There is no higher religion than truth” -Gandhi
China	“To see the right and not to do it is cowardice” -Confucius
Japan	“A wise man should do good That is the only treasure that will not leave him” - Buddha
Pre-Columbian America	“The glory of this world soon fadeth away” -King Nezahualcoyotl
The Americas	“The independence and liberty you possess are the work of joint counsels and joint efforts, of common danger, sufferings and success” -Washington, 1796 “The Bill of Rights is what the people are entitled to against every government on Earth” -Jefferson 1787 “Liberty without license Authority without abuse” - Bolivar
Columbus	“He beheld a vast world rising” -Irving
Bach-Shakespeare- Voltaire	“The choice and master spirits of this age” -Shakespeare
Michelangelo Leonardo and Raphael	“Add beauteous art, which, brought us from heaven, will conquer nature-so divine a power belongs to him who strives with every nerve” -Michelangelo
Constantine	“In this sign though shalt conquer” -Eusebius
Cæsar Augustus	“A city of the scattered Earth he made” -Vitruvius
Saint Peter	“Be ye all of one mind having compassion of another” -1 Peter 3:8
Christ	“A new commandment I give unto you, that you love one another” -John 13:34
Saint Paul	“And now abideth faith, hope, charity, these three-but the greatest of these is charity” -1 Corinthians 13:15

Plato and Socrates

“The unexamined life is not worth living” -Apology

Moses

“Behold, I make a covenant” -Exodus 34:10

History of Western Civilization II:

Essay

(Final Draft due by the last day of our final week of class)

Please answer 1 (ONE) of the following questions in a well-developed essay (4-6 double-spaced typed pages in length with one inch margins,¹⁰ in black 12-point Times New Roman font on white paper, and with one staple in the upper left hand corner and page numbers in the upper right hand corner) that contains a thesis statement, a structure, and specific examples from the lectures and readings (you may write your essay in a small group with one or two of your classmates, but in that case your paper should be 6-8 double-spaced pages in length and have all of the names of those who contributed on the title page,¹¹ which does not get a page number):

1. Both China and Europe set sail for global expansion in the fifteenth century, but China’s explorations ended just as Europe’s began. What were the factors that led to their similar efforts yet different outcomes? Examine primary and secondary sources in search of clues.
2. Which word better describes Parliament in Early Modern England: conflict or consensus?
3. The scientific revolution of the seventeenth and eighteenth centuries occurred in Europe, but it had important roots in Asia and its consequences reverberated throughout the world. Seek to understand what changed and how. How “revolutionary” was the scientific revolution, and how do we distinguish between mere change and “revolutionary” change?
4. The eighteenth-century Enlightenment applied scientific reason to politics, but reason meant different things to different people and societies. What were the goals of the political revolutions produced by the Enlightenment? Were *philosophes* in the French Enlightenment practical reformers, naïve utopians, or dangerous libertines? A close reading of the period texts reveals disagreements and shared dreams.
5. Which word better describes The Napoleonic Empire in Europe: liberation or exploitation?
6. Were the 1848 revolutions a Romantic failure or an apprenticeship in democracy?

¹⁰ Important: By 4-6 pages, I mean at least four *full* pages of text and not 4 ½ or some other length that is not a minimum of five full pages.

¹¹ Important: By 6-8 pages, I mean at least six *full* pages of text and not 4 ½ or some other length that is not a minimum of five full pages.

7. Was the October (Russian) Revolution a genuine revolution with popular support or was it a coup d'état carried out by a small group of Bolshevik extremists? How was it that the October Revolution of 1917, which seemed to promise human liberation and equality, resulted not in a communist utopia but instead in a Stalinist dictatorship? Why did this attempt to create a perfect society lead to gulag prison camps, bloody purges, and unprecedented levels of state repression?
8. The rise of fascism in Europe and Asia led to total war, genocide, war crimes, and civilian massacres on an almost unimaginable scale. How could governments, armies, and ordinary people commit such unspeakable acts? How can we recognize the unbelievable and understand the inexcusable? Why did Germans follow National Socialism during the Holocaust, the Spanish Civil War, and World War II? What inspired those who actually worked in the killing machine—the “desk murderers” in Berlin who sent trains to the east, the soldiers in the military units who shot Jews in the Polish forests, and the guards at Auschwitz? Use specific examples from lecture, the internet, and your textbook to make the case for ordinary men or to make the case for ordinary Germans.