

HISTORY 102/15530: Western Civilization III: 1789-Present

TR:10:00-11:15 a.m.: HTA1

PROFESSOR: Dr. Bonnie F. Saunders

E-mails: bonniesaun@aol.com and bonnie.saunders@gmail.com -- if you e-mail me, [1] please write History 102 in the subject line; [2] write your name somewhere in the e-mail; and [3] please do not send me an attachment. Please give me your e-mail address today; if you do not have one, get one free at GCC. I will e-mail you with any changes that occur in the Course Outline. If you are absent the day before a quiz or an essay exam, I will e-mail you to remind you.

OFFICE HOURS: In the Library: TR: 9:15-9:45 a.m. and MWF: 9:15-9:45 a.m

SYLLABUS AND COURSE OUTLINE

TEXT: Jackson J. Spielvogel. Western Civilization: A Brief History: Comprehensive Volume. 4th ed., 2008.

COURSE DESCRIPTION: Survey of the development of Western Civilization and its institutions from the French Revolution through the present.

GENERAL OBJECTIVES: Students will be expected to do the following:

1. Read and follow this Syllabus, attend class regularly, pay attention, and take notes on the lectures and discussions. Read the textbook assignments before class in order to discuss issues in class, demonstrating critical thinking.
2. Form educated opinions based on the facts. Write essay exams explaining these opinions.
3. Read a historical novel set in Europe after 1789. Write a short paper summarizing the novel and reacting to the novel.
4. Study the items in the Study Guide in preparation for objective quizzes on those items.

CONTENT OBJECTIVES: Students will be expected to do the following:

1. Understand the impact and significance of various revolutions: American, French, Industrial, Russian.
2. Understand the definitions and significance of various political, economic, and social ideologies: capitalism, conservatism, constitutionalism, democratic socialism, Enlightenment ideas, fascism, humanism, imperialism, Leninism, liberalism, Marxism, mercantilism, nationalism, Nazism, rationalism, secularism, Stalinism, utopian socialism.
3. Question the morality of 20th-21st century warfare, especially the use of weapons of mass destruction and terrorism.

COURSE REQUIREMENTS:

1. ***** **Essay Exams: [50% of grade]** *****
 - a. ***** **First Essay Exam: R:9/17** *****
 - b. ***** **Second Essay Exam: R:10/15** *****
 - c. ***** **Final Essay Exam: T:12/15 - 10:00-11:50 a.m.** *****
 - d. Do not cut an exam except in a verifiable emergency or by prior arrangement. In order to get a C or better in the course, you must take all of the essay exams. In order for me to arrange for make-up exams, you must talk with me about your emergencies and absences.
 - e. Throughout exams, you may have nothing on your desk except writing implements and the paper that I will give you on which you will write your essays. You may not use any paper that I do not provide. ALL books, notes, and electronic equipment that you bring to an exam must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure that your eyes look only at your own

paper. Cheating will result in a zero on the offending essay exam.

f. Tips on how to write a well-organized, fact-filled essay exam:

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(1) My exam questions are in the form of quotes that I write: read the quotes carefully to make sure that you understand them.

(2) Make a brief outline of the relevant topics and stick to it throughout your essay

(3) Be as specific and as comprehensive as possible: be sure to ANSWER THE QUESTION, THE WHOLE QUESTION, NOTHING BUT THE QUESTION.

(4) Be as bold and creative in your answer as you dare but you must be sure to deal with the issues in the questions: do not go off on a tangent or answer some other question.

(5) Most quotes will require you to make a judgment and/or state an opinion. Be sure to back up the judgment and/or opinion with solid facts and generalizations. Write a persuasive essay of at least three or four paragraphs. The important element of your essays is how well you defend your opinions, not whether or not I agree with you.

2. Attendance and Class Participation:

a. You are expected to attend classes regularly. I take attendance. Perfect attendance will enhance your grade. Excessive unexcused absences (more than 2) will count against you. Regarding your excused absences (illness, family problems, work problems, perhaps other problems): Please talk to me about your emergencies and other legitimate reasons and I will not count them against you. If you must drop the course for any reason, please be courteous enough to let me know. Before October 8th, I reserve the right to drop you from the course if you are absent for more than 2 classes in a row without contacting me, especially if you miss a quiz or an essay exam. Before I drop you, however, I will always attempt to contact you by e-mail. After October 8th, I will not drop you unless you request that I do so.

b. Be on time for class: if you are late, you will miss the roll-call and any announcements at the beginning of the class. Excessive amounts of lateness will count against you. If you arrive after I begin talking, please see me after class to make sure that I recorded your presence.

c. You are responsible for everything that is said in class: absences do not excuse ignorance. Ask me about what happened in classes that you miss. **You are expected to pay attention to what is said in class and to take notes, as appropriate, on class lectures, films, and discussions.**

d. You are expected to pay attention to this syllabus: you are responsible for everything written herein. If you lose your syllabus, ask for another copy. **THIS SYLLABUS IS OF PARAMOUNT IMPORTANCE!!** The professor reserves the right to change any aspect of this syllabus if necessary to meet the needs of the students. Anything not mentioned herein shall adhere to the guidelines in the Student Handbook and Catalog.

e. **Since this course will be conducted by discussion as much as possible, it is imperative that students read the textbook ahead of time and be prepared for these discussions. Students are expected to participate in class discussions: ask and answer questions, discuss controversial issues, and form educated opinions.**

f. Chew gum only if you are too sleepy to pay attention otherwise!

g. Do NOT talk to your fellow students while I am talking – a pet peeve of mine. If you do not understand what I have said or if you have some other question about my lecture, ask me.

h. Turn off your cell phones and pagers when you enter the classroom – talk to me about your genuine emergencies or necessities and we can work something out.

i. In order to improve your studying, you may audio-tape the class discussions. You may use laptops to take notes but please do not use them in class for any other reasons -- I reserve the right to forbid use of laptops by students who abuse this privilege.

j. If you have a disability that may have some impact on your work in this class and for which you may require accommodations, notify me and the Disability Center.

k. Any extra credit will be used to enhance your Quiz Grade.

3. *** **Objective Quizzes:** [25% of total grade] ***

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a. On designated days, you will have objective quizzes on designated topics, based on readings, lectures, and class discussions. See the Course Outline below for dates and topics. In order to get a C in the course, you must take all of the quizzes. In order for me to arrange for make-up quizzes, you must talk to me about your emergencies and absences. The Study Guide contains the answers to all of the quizzes that I give.

b. Throughout quizzes, you may have nothing on your desk except writing implements and the quiz papers themselves. ALL books, notes, and electronic equipment that you bring to a quiz must be secured from vision, i.e., inside a zipped backpack or on my desk. Make sure your eyes look only at your own paper. Cheating will result in a zero on the offending quiz.

c. Course content and timing of quizzes and exams may vary from this outline, but only if I have to make changes.

4. ** **Book Review:** [25% of grade] **

a. No later than ** T:9/8 **, you will choose a historical novel set in Europe after 1789 and show me the book.

b. ** You will **write a two-paragraph Book Review** on that historical novel.

[1] This Book Review is due no later than ** 10/29 **.

[2] This paper will consist of a total of 2 paragraphs:

[a] The 1st paragraph will be a summary of the historical novel.

[b] The 2nd paragraph will be your personal reaction to the historical novel. The 2nd paragraph is twice as important as the 1st one.

[3] The final product will be typed, double-spaced, one-two pages in length. For further information on the final product, please consult the section entitled "Specific Information on the Mechanics of Writing" is at the end of this syllabus. This paper must include a title page with the following information: your name, the date, the full and correct citation of the historical novel: Author's Last Name, Author's First Name, Title of the Historical Novel. City of Publication: Publisher, date of publication. The content of this paper will count as 2/3 of the grade; the grammar/spelling/word usage will count as 1/3 of the grade.

c. ** If you get a grade of C or worse on this Book Review, you may replace this grade by reading a 2nd historical novel and writing a 2nd Book Review, due on T:12/8. Consult me about this before you do anything.

GRADING POLICY:

***** Essay Exams	50% *****
*** Quizzes	25% ***
** Book Review	25% **

COURSE OUTLINE: In order for you to know what we will be talking about during each class period, it is imperative that you read the textbook assignment ahead of time and be prepared for the lectures and discussions. The page numbers given are in the textbook.

T:8/25 - INTRODUCTION/EXPLANATIONS/EXPECTATIONS/THE ENLIGHTENMENT

Handouts: Survey, Syllabus, Study Guide, and other handouts.

R:8/27 - THE ENLIGHTENMENT AND THE AMERICAN REVOLUTION, 1763-1791

Read: Enlightenment paper, 354-356

T:9/1 - THE ENLIGHTENMENT AND THE ORIGINAL U.S. CONSTITUTION OF 1787

Read: Enlightenment paper, Constitution Handout, 356

R:9/3 - THE ENLIGHTENMENT AND THE BILL OF RIGHTS OF 1791

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Read: Enlightenment paper, Constitution Handout, 356

T:9/8 - THE ENLIGHTENMENT AND THE FRENCH REVOLUTION 1789-1799

Read: Enlightenment paper, 356-366

**** Book Review: Choose historical novel. Show me the book.****

R:9/10 - THE ENLIGHTENMENT AND NAPOLEON, 1799-1815

Read: Enlightenment paper, 366-372

T:9/15 - * 1ST SET OF QUIZZES: ***** On: the ideas of the Enlightenment, the American Revolution, the original U.S. Constitution, the Bill of Rights, the French Revolution, Napoleon.

R:9/17 - *** 1ST ESSAY EXAM: ***** three Essays:**

- [1] the connection between the ideas of the Enlightenment and the following topics:
 - [a] the Declaration of Independence, [b] the original U.S. Constitution, [c] the Bill of Rights;
- [2] the connection between the ideas of the Enlightenment and the French Revolution;
- [3] the impact of Napoleon on France.

T:9/22 - 19TH CENTURY INDUSTRIAL REVOLUTION - Read: 374-390

R:9/24 - 19TH CENTURY INDUSTRIAL REVOLUTION - Read: 423-424, 430-444

T:9/29 - EUROPEAN POLITICS AND IMPERIALISM, 1815-1914

Read: 392-405, 411-423, 444-448, 460-468

R:10/1 - * 1ST PART OF 2ND SET OF QUIZZES: *****

19th Century Industrial Revolution., 19th century politics and imperialism

Film on art: "Impressionism and Post-Impressionism"

T:10/6- DIPLOMACY TO WORLD WAR I, 1899-1914- Read: 468-471

R:10/8 - WORLD WAR I AND VERSAILLES, 1914-1919 - Read: 473-483, 488-491

T:10/13 - * 2ND PART OF 2ND SET OF QUIZZES: World War I and Versailles *****

Film on art: "Into the 20th Century"

R:10/15- *** 2ND ESSAY EXAM: three essays: ******* [1] the impact of the 19th Century Industrial Revolution; [2] the impact of World War I and Versailles; [3] a comparison of 19th century art (impressionism and post-impressionism) and 20th century art (cubism, surrealism, da-da).

T:10/20 - LENINISM AND THE RUSSIAN REVOLUTION, 1917-1924 -

STALINISM, 1924-1939 - Read: 483-488, 504-507

Special Research on Stalin for Final Exam: Was Stalin the most evil man in history? Why or why not? What was the impact of his policies on the world, on the Soviet Union as a whole, on the Soviet people, and on the Soviet economy? What three adjectives would you choose to describe Stalin's

character?

R:10/22- DEMOCRATIC SOCIALISM AND THE GREAT DEPRESSION, 1919-1939 - Read: 494-501

T:10/27- FASCISM AND NAZISM IN GERMANY, 1921-1939 - Read: 499-504 **-5-**

Special Research on Hitler for Final Exam: Was Hitler the most evil man in history? Why or why not? What was his impact on Germany, on Europe, on the world? What three adjectives would you choose to describe Hitler's character?

R:10/29 - APPEASEMENT TO WORLD WAR II, 1933-1939 - Read: 514-518

**** Book Review due. ****

T:11/3 - THE FIGHTING OF WORLD WAR II IN EUROPE, 1939-1945 - Read: 518-531 (part on Europe)

R:11/5 - THE FIGHTING OF WORLD WAR II IN ASIA, 1939-1945 - Read: 518-531 (part on Asia)

T:11/10 - THE COLD WAR, 1945-1953 - Read: 531-534, 536-539

**** Book Review: Choose 2nd Book, if necessary. ****

R:11/12- THE COLD WAR TO DETENTE, 1953-1972 - Read: 538-544

T:11/17 - RECOVERY IN WESTERN EUROPE AND THE END OF COLONIALISM, 1945-75
Read: 544-550

R:11/19 - DETENTE BACK TO COLD WAR, 1968-1985 - Read: 561

T:11/24 - GORBACHEV: THE END OF THE COLD WAR AND THE U.S.S.R., 1985-1991
Read: 560-564, 573-574

R:11/26 - Thanksgiving Day -- No classes

T:12/1 - THE COLLAPSE OF THE STALINIST ORDER IN EASTERN EUROPE, 1985-1991
Read: 564-568, 573-574

R:12/3 - NOW THAT THE COLD WAR IS OVER, IS THE WORLD A SAFER PLACE?
Read: 575

T:12/8- WHAT IS THE ROLE AND DANGER OF TERRORISM IN THE MODERN WORLD?
Read: 581
**** Book Review: 2nd one due, if necessary. ****

R:12/10 - * QUIZZES ***** The Russian Revolution, Leninism, Stalinism, other political "isms," Europe between World War I and World War II, appeasement through World War II, the Rise and Fall of the Cold War

T:12/15 - *** FINAL ESSAY EXAM - 10:00-11:50 a.m. *******

Two Essays: [1] morality in war ("The Question"); [2] a comparison of Hitler and Stalin: their lives, their characters, their actions, their legacies.

SPECIFIC INFORMATION ON THE MECHANICS OF WRITING

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A. Word Usage and Spelling: Proofread -- mechanics counts as 1/3 of the grade on your paper.

1. The word "only" should be closest to the part of the sentence that it modifies: PET PEEVE.
2. Do not mix up homonyms (i.e., there, their): Pet Peeve.
3. Do not mix up similar-sounding words that are not homonyms (i.e., were, where): Pet Peeve.
4. Do not use illiterate words (i.e., should of), colloquial language (i.e., couple of), contractions (i.e., it's), or the word "would."
5. Do not split an infinitive (i.e., to boldly go).
6. Make sure your pronouns match their antecedents.
7. Do not separate words at the end of the line.
8. In most cases, use past tense.
9. Vary your use of words, including the first word of a sentence.

B. Structure and Punctuation:

1. Sentences:
 - a. A sentence has a subject and a verb and expresses a complete thought. It does not
 - b. Do not end a sentence with a comma.
 - c. Do not end a sentence with a preposition.
 - d. Avoid dangling phrases.
2. Paragraphs:
 - a. Paragraphs deal with only one main subject.
 - b. The first sentence each paragraph should be the topic sentence.
3. Punctuation:
 - a. Commas separate dependent phrases from the main part of the sentence, words in a series from each other, and parts of dates from each other. Do not end a sentence with a comma.
 - b. Do not mix up the following:
 - [1] Semi-colons [;] separate complete and closely related thoughts.
 - [2] Colons [:] show that something is coming after.