HISTORY 102/2977: Western Civilization III: 1789-Present
TR:10:00-11:15 a.m.: GCCN:102

PROFESSOR: Dr. Bonnie F. Saunders
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Please give me your e-mail address; if you do not have one, get one free at GCC.

OFFICE HOURS: Before or after class or by appointment.


SYLLABUS AND COURSE OUTLINE

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 the textbook assignments before class in order to discuss issues in class, demonstrating critical thinking.
2. Form educated opinions based on the facts that they know. Write essays explaining these opinions.
3. Research a historical person and write a grammatically correct character analysis of that person.

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, 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: [40% of grade] *****
   a. ***** First Essay Exam: R:2/7 *****
   b. ***** Second Essay Exam: R:3/6 *****
   c. ***** Final Essay Exam: T:5/6 -- 5:45-7:00 p.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 3 of the essay exams. Talk to me about your emergencies and absences and I will arrange for make-ups.
   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. 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:
      (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; please write a persuasive essay of at least three or four paragraphs.
      (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 – please be sure to back up the judgment and/or opinion with solid facts and generalizations. Students have a right to disagree with the Professor. The Professor will never give a bad grade because of a student's disagreement on an essay exam.
2. **** Attendance, Readings, and Class Participation: [10% of total grade] ****
   a. You are expected to attend classes regularly. I take attendance. Perfect attendance will help. Excessive absences (more than 2) will hurt. Regarding your excused absences (illness, family problems, work problems, perhaps other problems), please talk to me about your emergencies and other reasons and I will help you as necessary. If you must drop the course for any reason, please be courteous enough to let me know. I reserve the right to drop you from the course if you are absent for more than 3 classes in a row without contacting me, especially if you miss a quiz or an essay exam. Before I drop you, I will always attempt to contact you by e-mail.
   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. 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!! 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. You are expected to participate in class discussions: ask and answer questions, discuss controversial issues, and form educated opinions. Students have a right to disagree with the Professor. The Professor will never give a bad grade because of a student's disagreement in a discussion.
   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 also use laptops to take notes but not to write essay exams.
   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.

3. *** Objective Quizzes: [25% of total grade] ***
   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. You must take all of the quizzes. In order for me to arrange for make-ups, you must talk to me about your emergencies and absences.
   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 may vary from this outline if necessary to meet the needs of the students in this course.

4. ** Research Paper: Character Analysis: [25% of grade]**
   a. No later than ** R:3/20 **, you will choose a woman who lived and worked in Europe since 1789. Some examples of relevant women are the following: empresses (Catherine II the Great of Russia), queens (Victoria and Elizabeth II of England), prime ministers (Margaret Thatcher of England, Angele Merkel of Germany); writers (Mary Wollstonecraft Shelley of England), actresses (Marlene Dietrich of Germany); nuns (Mother Theresa of Albania), humanitarianists (Florence Nightingale of England), educators (Maria Montesorri of France), doctors (Miranda Barry, Elizabeth Anderson, Sophia Jex-Blake of England; Marie Mergler of Bavaria; Elsie Inglis of Scotland; Anna Freud of Germany; Elisabeth Kubler-Ross of Switzerland); radicals (Emma Goldman of Germany, Simone de Beauvoir of France); wives of famous men (Josephine, wife of Napoleon Bonaparte; Queen Mary, wife of George V; Queen Elizabeth, wife of George VI; Eva Braun, girlfriend/wife of Adolph Hitler; Tsarina Alexandra, wife of Nicholas the last Tsar of Russia).
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c. You will write a Character Analysis of the person whom you choose.

[1] No later than ** R:3/27 **, find a biography of that person or find information elsewhere; show me the book and/or the bibliographical reference.

[2] No later than ** R:4/10 **, tell me the 3 adjectives that best describe the character of this person.

[3] This character analysis is due no later than ** R:4/24 **.

[4] This paper will consist of a total of 5 paragraphs (no more, no less).

[a] The 1st paragraph will be a thumbnail sketch of this person's life -- including dates of birth and death, what he/she did in life that was important.

[b] The 2nd paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[c] The 3rd paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[d] The 4th paragraph will deal with one of your 3 adjectives. Use the adjective in the first sentence.

[e] The 5th paragraph will be a summary paragraph.

[5] The final product will be typed, double-spaced, about 3-5 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 the following:

[a] A title page with the following information: the name of the person about whom you wrote, your name.

[b] A "Bibliography" or "Works Cited" page, which includes every source that you consulted (books, articles, internet sources with the full citation). Include the author, the title, date, publisher. Be sure to use the correct form in your citations. I will not read the paper if you do not include a "Bibliography" or "Works Cited" page.

[c] Footnotes: the source of any and all information that you learned while doing your research. The form may be the traditional form or you may use MLA or APA. If you have questions about the form, ask me.

GRADING POLICY:

| **** Essay Exams | 40% **** |
| ** Attendance, Class Participation | 10% ** |
| *** Quizzes | 25% *** |
| ** Research Paper: Character Analysis | 25% ** |

COURSE OUTLINE: 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. In addition to the questions in the Course Outline below, please be prepared to discuss the focus questions at the beginning of each chapter.

T:1/15 - INTRODUCTION/EXPLANATIONS/EXPECTATIONS/THE ENLIGHTENMENT

Handouts: Survey, Syllabus, History 102 general study guide; special study guides on the following topics: the ideas of the Enlightenment, the original Constitution, the Bill of Rights, political "isms"

Questions to consider: What are the ideas of the Enlightenment and why were/are they important?

R:1/17 - THE ENLIGHTENMENT AND THE AMERICAN REVOLUTION, 1763-1791

Read: Enlightenment paper, 354-356

Questions to consider: What were the causes and results of the American Revolution? What specific ideas of the Enlightenment had an impact on the American Revolution, especially on the Declaration of Independence of 1776? What was the role of women in the American Revolution? What was the significance of George Washington? How radical was the American Revolution?

T:1/22 - THE ENLIGHTENMENT AND THE ORIGINAL U.S. CONSTITUTION OF 1787

Read: Enlightenment paper, Constitution Handout, 356

Questions to consider: What specific ideas of the Enlightenment had an impact on the original Constitution?
R:1/24 - THE ENLIGHTENMENT AND THE BILL OF RIGHTS OF 1791
Read: Enlightenment paper, Constitution Handout, 356
Questions to consider: What specific ideas of the Enlightenment had an impact on the Bill of Rights?

T:1/29 - THE ENLIGHTENMENT AND THE FRENCH REVOLUTION 1789-1799
Read: Enlightenment paper, 356-366
Questions to consider: What were the political, economic, and social causes of the French Revolution? Why did the National Assembly take the place of the Estates General and what was the impact? What was the importance of the following: the Tennis Court Oath, the fall of the Bastille, the Declaration of the Rights of Man and Citizen, the Great Fear, the capture of the King, the various Constitutions that were written, Maximilien Robespierre and the Terror? How did the role of Robespierre in the French Revolution compare to the role of George Washington in the American Revolution? What was the role of women in the French Revolution? How did this role compare to the role of women in the American Revolution? What was the impact of the ideas of the Enlightenment on the Revolution? How radical was the French Revolution?

R:1/31 - THE ENLIGHTENMENT AND NAPOLEON, 1799-1815
Read: Enlightenment paper, 366-372
Questions to consider: Why did Napoleon have to rescue the Directorate from the mob in 1799? What were the positive accomplishments of Napoleon as 1st Consul and as Emperor? What was the impact of the ideas of the Enlightenment on Napoleon? Which aspects of the French Revolution did Napoleon preserve and which aspects did he destroy? What do you think of Napoleon?

T:2/5 - *** QUIZZES: ***
On: the ideas of the Enlightenment, the American Revolution, the original U.S. Constitution, the Bill of Rights, the French Revolution, Napoleon.

R:2/7 - ***** 1ST ESSAY EXAM: *****
three Essays:
[1] the connection between the ideas of the Enlightenment and one of the following subtopics:
   [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 overall;
[3] the impact of Napoleon on France.

T:2/12 - 19TH CENTURY INDUSTRIAL REVOLUTION
Questions to consider: Why did the Industrial Revolution start in Britain? What were some of the major British innovations? What is the definition of the factory system of manufacturing? How was it similar to and different from the cottage industry system of manufacturing? What is the definition of capitalism? How was it similar to and different from mercantilism? What was the social impact of the Industrial Revolution, especially on the workers? How did the workers’ lives compare to the lives of the middle class capitalists?

R:2/14 - 19TH CENTURY INDUSTRIAL REVOLUTION
Questions to consider: What was the impact of reform efforts by governments and humanitarians? What was the impact of the radical ideologies of utopian socialism and Marxism? How did trade unions and democratic socialist parties improve the lives of workers? What is the definition of mass society?

T:2/19 - EUROPEAN POLITICS AND IMPERIALISM, 1815-1914
Read: 392-405, 411-423, 444-448, 460-468
Questions to consider: What were the goals and achievements of the Congress of Vienna and the Concert of Europe? Define the following ideas: liberalism, conservatism, nationalism. How did these ideas play out during the 19th century? What was the significance of Otto von Bismarck? What was the significance of the unification of Germany and Italy? What was the significance of the conflict between France and Germany? What was the impact of European imperialism on the Europeans themselves and on the people of their colonies in Asia and Africa?

R:2/21 - *** QUIZZES: ***
19th Century Industrial Revolution, 19th century politics and imperialism
Film on art: “Impressionism and Post-Impressionism”

T:2/26 - DIPLOMACY TO WORLD WAR I, 1899-1914 - Read: 468-471
   Questions to consider: What were the major long-range and immediate causes of World War I?

R:2/28 - WORLD WAR I AND VERSAILLES, 1914-1919 - Read: 473-483, 488-491
   Questions to consider: How were the expectations of the belligerents at the beginning of World War I so different from the battlefield realities, beginning with the first battles? What was the impact of total war on European society? What were the objectives of the writers of the Treaty of Versailles? How did this treaty meet and fail to meet those objectives? What was the overall impact of World War I and the Treaty? What major social changes followed World War I?

T:3/4 - *** QUIZ: World War I and Versailles ***
   Film on art: “Into the 20th Century”


March 10-16 - Spring Vacation - No classes

   Special research on Stalin: 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?
   Questions to consider: What were the long-term and immediate causes of the Russian Revolution of 1917? What was Lenin’s role and the role of the Bolsheviks (Leninists)? Why did the Leninists prevail in the Civil War and gain control of all of Russia? What were the respective roles of Vladimir Lenin, Leon Trotsky, and Joseph Stalin in the success of the Civil War? What was the impact of the Russian Revolution on Russia, on World War I, and on the western Allies? What is the definition of Stalinism?

R:3/20 - DEMOCRATIC SOCIALISM AND THE GREAT DEPRESSION, 1919-1939
   Read: 494-501
   Questions to consider: What were the major political, economic, and social problems that faced Weimar Germany during this period? How did Germany respond and with what effect? What was the response of France, Britain, and the U.S. to Germany’s problems and with what effect? What was the impact of the Great Depression on the European democracies?
   ** Research Paper: Choose person. **

T:3/25 - FASCISM AND NAZISM IN GERMANY, 1921-1939 - Read: 499-504
   Special research on Hitler: Was Hitler the most evil man in history? Why or why not? What three adjectives do you think most explain the character of Hitler? (Discussion of these questions will continue through the section on World War II.)
   Questions to consider: What were the positive and negative aspects of Adolph Hitler? What was his overall impact on Germany, on Europe, on the world? Why did many Germans follow and applaud him? Why did so few oppose him? What were some of the terrible things that the Nazis did to Jews and others in the prewar years and with what results?

R:3/27 - APPEASEMENT TO WORLD WAR II, 1933-1939 - Read: 514-518
   Questions to consider: What was the role of the Spanish Civil War in the prelude to World War II? What did Hitler want, which he wrote about in his book Mein Kampf? How did he go about getting it? Which countries and leaders helped him and which opposed him and how? How did Hitler violate the Treaties of Versailles and Locarno? At what point do you think Hitler could have been stopped, relatively easily? When was it too late? Why were Germany, Italy, and Japan allies? What were Japanese goals in Asia? How did it go about achieving them?
** Research Paper: Show me the book or other sources. **

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T:4/1 - THE FIGHTING OF WORLD WAR II IN EUROPE, 1939-1945 - Read: 518-531 (sections on Europe)

Questions to consider: Why did Hitler win so much territory so fast in 1940-41? Why did Britain not surrender? How would you characterize Winston Churchill as the British Prime Minister? What were Hitler’s two BIG MISTAKES? Why were they such terrible mistakes (from Hitler’s point of view)? Why did the U.S. not enter the war sooner? Why did the U.S. and Britain decide to defeat Germany first? Define the concept of “unconditional surrender” – what was its impact on the war? What happened during the Holocaust in Europe?

R:4/3 - THE FIGHTING OF WORLD WAR II IN ASIA, 1939-1945 - Read: 518-531 (sections on Asia)

Questions to consider: How was what Japan did in Asia similar to and different from the Holocaust? Was there any legitimate justification for the atomic bombing of Hiroshima (8/6/45) and Nagasaki (8/9/45)? Why or why not? Discuss “The Question.”


Questions to consider: What were the causes of the Cold War, within World War II itself and in the immediate aftermath? What do you think Stalin wanted during and immediately after World War II? What events during this period made the Cold War worse and could have led to a hot war between the U.S. and the Soviet Union? Early in the Cold War, what were the agreements and disagreements between the U.S. and the Soviet Union? What was the containment policy and how did it play out? What were the dangers of the nuclear arms race?

R:4/10 - RECOVERY IN WESTERN EUROPE AND THE END OF COLONIALISM, 1945-75

Read: 544-550

Questions to consider: How and why did the democracies of Western Europe recover and unite during this period? What was the role of the U.S. in their recovery? Why did the Western Europeans give up their vast empires in Asia and Africa and with what result? What was the role of nationalism? How did the Vietnam War get mixed up in the end of colonialism?

** Research Paper: Three adjectives. **

T:4/15 - THE COLD WAR TO DETENTE, 1949-1972 - Read: 538-544

Questions to consider: What was the significance of the “fall” of China to Maoism in 1949 and the Korean War of 1950-1953? What were NATO and the Warsaw Pact? What was the continuing importance of the division of Germany and Berlin into western and eastern parts? How did Stalin’s policies impact the Soviet Union between 1945 and his death in 1953? How can we compare Stalin and his successor, Nikita Khrushchev? What was the significance of the Cuban Missile Crisis in the context of the Cold War? What was the significance of the Vietnam War in the context of the Cold War? How were the dangers of the nuclear arms race mitigated by arms control treaties?

R:4/17 - DETENTE BACK TO COLD WAR, 1968-1985 - Read: 561

Questions to consider: What was the significance of the Vietnam War in the context of the Cold War? What was the significance of détente and the arms control treaties during that time?


Read: 560-564, 573-574

Questions to consider: What was life like in the Soviet Union during the Cold War? What were the political, economic, and social problems of the U.S.S.R that Gorbachev wanted to solve? What were his methods? How did they succeed? How did they fail? What was the significance of the arms control treaties during that time? Why did the U.S.S.R. cease to exist at the end of 1991 and with what result?

Questions to consider: What was life like in Eastern Europe under the Stalinist regimes? Why did the Stalinist order in Eastern Europe collapse so relatively quickly and easily in 1989 and with what result? How/why were the collapses in various countries similar and different?

** Research Paper Due. **

T:4/29 - NOW THAT THE COLD WAR IS OVER, IS THE WORLD A SAFER PLACE?
WHAT IS THE ROLE OF TERRORISM IN THE POST-COLD-WAR WORLD?
Read: 575, 581
Questions to consider: What are the major threats, now that the Cold War is over? What can/should the U.S. and Europe do about them? What are proper, effective solutions to these problems?

R:5/1 - *** 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

R:5/8 - ***** FINAL ESSAY EXAM - 10:00-11:50 a.m. *****

SPECIFIC INFORMATION ON THE MECHANICS OF WRITING
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.