

HISTORY 102/21420: Western Civilization III: 1789-Present

TR:10:00-11:15 a.m.: A110

PROFESSOR: Dr. Bonnie F. Saunders

Home phone: 623-825-7105. Home e-mail: bonniesaun@aol.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; if you do not have one, get one free at GCC. I will e-mail you with any changes that occur or to remind you of tests the day after you are absent from class.

OFFICE HOURS: Before class or by appointment.

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 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. 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:2/12** *****
 - b. ***** **Second Essay Exam: R:3/12** *****
 - c. ***** **Final Essay Exam: T:5/12 - 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 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. -

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(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 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.

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!!** 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. 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.

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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 **** T:2/3 ****, you will choose a famous man or woman who lived and worked in Europe **since 1789**.

[1] Some examples of famous **women** are the following: empresses or queens (Empress Catherine II the Great of Russia, Queen Victoria and Queen Elizabeth II of England); prime ministers (Margaret Thatcher of England, Angela Merkel of Germany); writers (Mary Wollstonecraft Shelley of England); artists (Berthe Morisot); actresses (Marlene Dietrich of Germany); humanitarians (Florence Nightingale of England, Mother Theresa of Albania); educators (Maria Montessori of France); radicals (Emma Goldman of Germany, Simone de Beauvoir of France, Emmeline Pankhurst and/or her daughters of England); wives of famous rulers (Queen Mary, wife of George V and Queen Elizabeth, wife of George VI of England; Eva Braun, girlfriend/wife of Adolph Hitler; Tsarina Alexandra, wife of Tsar Nicholas I of Russia; the Duchess of Windsor, wife of the Duke of Windsor); scientists (Marie Curie of Poland and France).

[2] Some examples of famous **men** are the following: kings, emperors, and other rulers (Tsar Alexander III and Tsar Nicholas I of Russia; King George V, King George VI, King Edward VII, King Edward VIII [later Duke of Windsor] of England); presidents and prime ministers (Winston Churchill, Tony Blair, and Gordon Brown of England; Otto von Bismarck of Germany, Charles DeGaulle of France, Nikita Khrushchev, Leonid Brezhnev, and Mikhail Gorbachev of the Soviet Union; Boris Yeltsin, Vladimir Putin, and Demitri Medvedev of Russia); writers (Karl Marx, Friedrich Engels, Hans Christian Anderson, Percy Bysshe Shelley, Lord Byron, Charles Darwin, Charles Dickens, Rudyard Kipling); artists (Pablo Picasso, Claude Monet, Camille Pissarro, Paul Cezanne, Vincent van Gogh, Salvador Dali, Eduard Manet); radicals (Vladimir Lenin of Russia, Leon Trotsky of Russia); composers (Ludvig von Beethoven, Hector Berlioz); scientists (Louis Pasteur, Joseph Lister).

b. You will **write a Character Analysis** of the person whom you choose.

[1] No later than **** T:2/24 ****, find a biography of that person or find information elsewhere; show me the book and/or the bibliographical reference.

[2] No later than **** R:3/26 ****, tell me the 3 adjectives that best describe the character of this person.

[3] This character analysis is due no later than **** R:4/21 ****.

[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, the date.

[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.

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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. You may list all sources used in any given paragraph at the end of the paragraph, inside parentheses. See me with questions.

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.

T:1/20 - INTRODUCTION/EXPLANATIONS/EXPECTATIONS/THE ENLIGHTENMENT

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

R:1/22 - THE ENLIGHTENMENT AND THE AMERICAN REVOLUTION, 1763-1791

Read: Enlightenment paper, 354-356

T:1/27 - THE ENLIGHTENMENT AND THE ORIGINAL U.S. CONSTITUTION OF 1787

Read: Enlightenment paper, Constitution Handout, 356

R:1/29 - THE ENLIGHTENMENT AND THE BILL OF RIGHTS OF 1791

Read: Enlightenment paper, Constitution Handout, 356

T:2/3 - THE ENLIGHTENMENT AND THE FRENCH REVOLUTION 1789-1799

Read: Enlightenment paper, 356-366

**** Research Paper: Choose person. ****

R:2/5 - THE ENLIGHTENMENT AND NAPOLEON, 1799-1815

Read: Enlightenment paper, 366-372

T:2/10 - * 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:2/12 - *** 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:2/17 - 19TH CENTURY INDUSTRIAL REVOLUTION - Read: 374-390

R:2/19 - 19TH CENTURY INDUSTRIAL REVOLUTION - Read: 423-424, 430-444

T:2/24 - EUROPEAN POLITICS AND IMPERIALISM, 1815-1914

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

**** Research Paper: Show me the book or other sources. ****

R:2/26 - * 1ST PART OF 2ND SET OF QUIZZES: *****

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

Film on art: "Impressionism and Post-Impressionism"

T:3/3 - DIPLOMACY TO WORLD WAR I, 1899-1914- Read: 468-471

R:3/5 - WORLD WAR I AND VERSAILLES, 1914-1919 - Read: 473-483, 488-491

T:3/10 - * 2ND PART OF 2ND SET OF QUIZZES: World War I and Versailles *****

Film on art: "Into the 20th Century"

R:3/12 - *** 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 20th century art (cubism, surrealism, da-da).

March 16-20 -- Spring Vacation: No Classes

T:3/24 - LENINISM AND THE RUSSIAN REVOLUTION, 1917-1924 -

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

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?

R:3/26 - DEMOCRATIC SOCIALISM AND THE GREAT DEPRESSION, 1919-1939 - Read: 494-501

**** Research Paper: Three adjectives. ****

T:3/31 - 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.)

R:4/2 - APPEASEMENT TO WORLD WAR II, 1933-1939 - Read: 514-518

T:4/7 - THE FIGHTING OF WORLD WAR II IN EUROPE, 1939-1945 - Read: 518-531 (part on Europe)

R:4/9 - THE FIGHTING OF WORLD WAR II IN ASIA, 1939-1945 - Read: 518-531 (part on Asia)

T:4/14 - THE COLD WAR, 1945-1953 - Read: 531-534, 536-539

R:4/16 - THE COLD WAR TO DETENTE, 1953-1972 - Read: 538-544

T:4/21 - DETENTE BACK TO COLD WAR, 1968-1985 - Read: 561

**** Research Paper: Due today ****

R:4/23 - RECOVERY IN WESTERN EUROPE AND THE END OF COLONIALISM, 1945-75
Read: 544-550

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T:4/28 - GORBACHEV: THE END OF THE COLD WAR AND THE U.S.S.R., 1985-1991
Read: 560-564, 573-574

R:4/30 - THE COLLAPSE OF THE STALINIST ORDER IN EASTERN EUROPE, 1985-1991
Read: 564-568, 573-574

T:5/5 - NOW THAT THE COLD WAR IS OVER, IS THE WORLD A SAFER PLACE?
WHAT IS THE ROLE AND DANGER OF TERRORISM IN THE MODERN WORLD?
Read: 575, 581

R:5/7 - * 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:5/12 - *** FINAL ESSAY EXAM - 10:00-11:50 a.m. *******

Two Essays: [1] morality in war ("The Question"); [2] a comparison of Hitler and Stalin

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.