HISTORY 5: Western Civilization, 1500-Present
Course Syllabus

Professor: Aeelah Soine  
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Meeting Time: Tuesday/Thursday 1:10-2:40 pm  
Office: Galileo 311
Office Hours: T/Th 3:30-4:30 pm, W 10-12 am

Course Description—
This course will introduce students to “Western Civilization” as an evolving idea to be followed, redefined, and contended throughout its history. In part two of a two semester sequence, we will follow the history of “the West” from the religious, social, and political upheavals of sixteenth-century Europe to contemporary debates over the role of Western values and traditions in an increasingly global society. Other topics and themes will include: early modern and modern state-building, daily life and popular culture, war and revolution, nationalism and imperialism, and European/global integration. Through critical engagement with historical narrative, primary sources, literature, and multimedia, we will consider how persisting questions over political and cultural borders, social and economic stratification, and shared and contested values variably pushed and pulled the people of “Western Civilization” closer together and farther apart—from each other and the rest of the world.

Course Objectives—
- To articulate thoughtful and informed observations about the historical construct and contestation of Western Civilization, its geography and chronology, the major events in its modern history, and their global context and impact since 1500.
- To recognize and critically engage with the historical perspective and the role it plays in primary sources, contemporary literature, daily life, and popular media and culture.
- To demonstrate the ability to read historical narratives, primary documents, and literature critically and to understand how they have shaped our understanding of the tension between local, national, European, and transnational identities roughly over the course of the last half millennium.

Books—
- Charles Dickens, A Tale of Two Cities (Simon & Schuster, 2004)
- Art Spiegelman, The Complete Maus: A Survivor’s Tale (Pantheon, 1996)

Course Expectations—
Engagement. Class attendance is more than just showing up. Newspapers, iPods, cell phones, and any other outside media must be turned off and put away during class time. Evaluation of participation will consider both active listening and the quality (not only quantity) of contributions to class discussion and activities.
**Integrity.** All written and oral assignments are expected to be the sole product of the person(s) whose name is attached with complete and accurate attribution of credit for any references to the ideas, quotations, or contributions of others. Academic dishonesty (including but not limited to plagiarism, turning in someone else’s work, and lack of proper citation) will result in a zero for the assignment. Egregious or subsequent violations of any kind will result in failure of the course. Violations of the Saint Mary’s College Academic Honor Code will also be referred to the Academic Honor Council. For more information on what constitutes plagiarism or academic dishonesty, see the Academic Policies section of the Saint Mary’s College Student Handbook.

**Quality.** Assignments are expected to meet all specifications upon submission. Failure to meet length requirements or use of formatting techniques to lengthen or shorten papers, inappropriate use of quotations, and/or not addressing all objectives of a question will result in significant grading penalties. Websites such as Wikipedia, online study guides, personal webpages, and commercial sites advertising products are almost never appropriate! When in doubt, ask.

**Respect.** History classes often touch on sensitive issues of religion, politics, race, gender, and nationality. It is expected that all students will be open to and respectful of other students’ views. Discussions should be kept relevant to the course material and issues at hand; they should NOT include personally directed comments or attacks, use of negative stereotypes, or broad generalizations about groups of people. Inappropriate use or display of language, including but not limited to cursing, name-calling, racial/ethnic/sexual/ religious comments, visual images, and offensive use of slang will not be tolerated! Students who disrupt the safe space of the classroom will receive a one-on-one warning, loss of participation points, and dismissal from class for repeat incidents. Please see me privately if you are feeling uncomfortable for any reason in class.

**Disabilities Services.** Reasonable and appropriate accommodations, that take into account the context of the course and its essential elements, for individuals with qualifying disabilities, are extended through the office of Student Disability Services. Students with disabilities are encouraged to contact the Student Disability Services Coordinator at (925) 631-4164 to set up a confidential appointment to discuss accommodation guidelines and available services. Additional information regarding the services available may be found at the following address on the Saint Mary’s website: [http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html](http://www.stmarys-ca.edu/academics/academic-advising-and-achievement/student-disability-services.html)

**Grading—**

**10%—Class Attendance and Participation:**
As responsible adults, students are free to make their own choices regarding class attendance and its consequences. All students receive two excused absences, if they notify me in advance and make up the work. Subsequent absences will result in a reduction of attendance and participation points for the course. Late arrivals and early departures will be penalized at the discretion of the instructor, most likely in keeping with the proportion of class missed. Participation is a major component of the overall course grade. These points represent your overall level of engagement in the course, in-class activities, and the quality as well as quantity of discussion contributions.

**15%—Critical Readers’ Journal:**
For each class meeting, student will write a brief one-paragraph summary of a key person, event, or idea introduced in the readings. These summaries should concisely identify the choice of topic, the historical context they appear in, and why they are significant to the historical themes more broadly addressed by the readings for that day. Summaries should be typed and kept together as dated (journal-like) entries to be collected occasionally by the instructor with notice given during the prior class meeting.

15%—Activities:
Various in-class activities and assignments will be announced throughout the semester. Some will probe deeper questions related to reading assignments, but others will ask students to review a film like a historical critic, analyze a work of fiction, or defend a historical character in a debate. While activities will require some informal and formal writing, they will often be done collaboratively, informally, or in class, and will employ different skills and abilities than do traditional historical essays.

30%—Papers:
There will be three short papers (3-5 pages) assigned throughout the semester, which progressively tackle various aspects of analyzing scholarly and literary perspectives on a particular historical topic. Assignment specific details will be handed out in class and posted on the website at least two weeks before it is due. Late papers will be reduced by 10% per day. After one week, no more papers will be accepted in order to preserve the progressive organization of these papers, that is, applying the feedback from each paper to subsequent writing assignments.

30%—Quizzes and Exams:
Two quizzes (5% each) will be given throughout the course of the semester in order to assess concrete knowledge and understanding through identification of key concepts and relationships on maps, timelines, and biographical stories. The final is a cumulative take-home exam (20%) that will draw on your understanding of change over time, course themes, and knowledge of major and/or reoccurring concepts.

Semester Schedule
Readings from the booklist are listed with the author’s last name in bold. All other readings will be posted to the Moodle site at least one week in advance.

Week 1 (Feb 7-9): Introductions
Tu  Handout: Instructions for The Great Dalmuti game
   *In-Class: A) Syllabus/course intro, B) Play game and discuss how it attempts to emulate dynamics of “Feudalism,” and what the analytic strengths and weaknesses there are in the idea of “Feudalism” itself, C) Discuss Maps of 1500.

Primary Documents:
   ○ Martin Luther, excerpt from On the Freedom of a Christian (1520).
   ○ Thomas Müntzer, Twelve Articles of the Swabian Peasants (1525).
   *In-Class: A) Watch clip from “the Simpsons” on the English Reformation, B) Reformation and Confessionalization overview, C) Go through primary document worksheets as a group.
Week 2 (Feb 14-16): The Early Modern World
Primary Documents:
   ○ Elizabeth I, Against the Spanish Armada (speech, 1588). [IMHS]
   ○ James I: True Law of Free Monarchies (1598). [IMHS]
Th   Ginzburg, Cheese and Worms, pp. 1-64.
   *IN-CLASS: relationships in a village activity

Week 3 (Feb 21-23): Daily Life and Discovery
Tu   Ginzburg, Cheese and Worms, pp. 65-127.
Primary Documents:
   ○ The Crime of Galileo: Indictment and Abjuration of 1633. [IMHS]
   ○ Isaac Newton, The Mathematical Principles of Natural Philosophy (1729). [IMHS]

Week 4 (Feb 28-Mar 1): Enlightenment and Revolution
Primary Sources: (choose 1)
   ○ Voltaire, excerpt from Candide (1759)
   ○ Adam Smith, excerpt from Wealth of Nations (1776)
   ○ Rousseau, Social Contract (1762)
   ○ Kant, What is Enlightenment? (1784)
   *Activity 1: group primary document interpretation presentation on one of the
   Enlightenment philosophers.
Th   The West, Ch. 17: “Rebellion and Revolution: American Independence and the French
Primary Sources:
   ○ Declaration of the Rights of Man (1789)
   ○ Olympe de Gouge, Declaration of the Rights of Women (1791)
   Plus one of the following with paper attached:
   ○ Edmund Burke, excerpt from Reflections on the Revolution in France (1790)
   ○ Thomas Paine, excerpt from The Rights of Man (1791-2)
   ○ Mary Wollstonecraft, excerpt from A Vindication of the Rights of Woman
   (1792)
   *Paper 1 Draft Due! (on primary sources from Revolution)

Week 5 (Mar 6-8): Daily Life of the Dual Revolutions
Tu   Dickens, A Tale of Two Cities (Book I: Recalled to Life and Book II: The Golden
   Thread, Chapters I-VIII).
   *Quiz 1: Geography and Chronology
Th   Dickens, A Tale of Two Cities (Book II: The Golden Thread, Chapters IX-XXV, and
   Book III: The Track of a Storm).

Week 6 (Mar 13-15): Promises of Liberalism and The Revolutions of 1848
Primary Sources:
- Karl Marx, excerpt from The Communist Manifesto
- “Women Miners in the English Coal Pits” (1842)
- Andrew Ure, “The Philosophy of the Manufacturers” (1835)
*Paper 1 Final Duel (on primary sources from Revolution)*

Primary Sources:
- Harriet Martineau, Letter to the American Women’s Rights Convention (1851)
- “1848: Europe in Revolt,” collection of documents from France, Austrian Empire, and Prussia/Germany at Internet Modern History Sourcebook (online)
*Activity 2A! Debate on the Woman Question: Suffrage and Patriotism*

Week 7 (Mar 20-22): Nations and Empires

Tu  The West, Ch. 20: “The Consolidation of Nation-States,” pp. 546-575.
Primary Sources:
- Ernest Renan, What is a Nation?
- Guiseppe Mazzini, On Nationality
- Theodor Herzl, The Jewish State (1896)
- Bismarck, Speech on the Polish Question (1886)
*Activity 2B! Debate on Nation and Nationalism*

Th  The West, Ch. 21: “Global Empire and European Culture,” pp. 576-603.
Primary Sources:
- John Stuart Mill, On Colonies and Colonization (1848)
- Jules Ferry, On French Colonization
- Rudyard Kipling, The White Man’s Burden (1899)
- Edmund D. Morel: The Black Man’s Burden (1903)
- Kaiser Wilhelm II, A Place in the Sun (1901)
*Activity 2C! Debate on the Berlin Conference (1884-1885)*

Week 8 (Mar 27-29): World War I and its Global Aftermath

Handout: image collection of World War I propaganda posters
*Quiz 2: Geography and Chronology*

Primary Sources:
- Erich Remarque, excerpt from All Quiet on the Western Front
- Ernst Jünger, excerpt from Storm of Steel
*Activity 2D! Debate on the Paris Peace Conference (1919)*

Week 9 (Apr 3-5): Spring Break, no Class

Week 10 (Apr 10-12): The Rise of Fascism and World War II

Choose one of the following:
  ○ Robert Grave, Good-Bye to All That: An Autobiography
○ Alexandra Kollontai, *Love of Worker Bees*
○ Christopher Isherwood, *The Berlin Stories*

*Paper 2 Draft Due! (Book Review)*


Week 11 (Apr 17-19): The Holocaust
Tu Spiegelman, *The Complete Maus: Book I*

*Paper 2 Final Due! (Book Review)*

Th Spiegelman, *The Complete Maus, Book II*

*Activity 2E! Debate on Resistance and Collaboration (1945-1955)*

Week 12 (Apr 24-26): The Aftermath of World War and Origins of the Cold War

**Primary Sources:**
- Winston Churchill, Iron Curtain speech (1946), and response from Joseph Stalin (1946). [IMHS]
- George Marshall, speech at Harvard University, 5 June 1947. [IMHS]
- Propaganda posters

Th *The West*, Ch. 25: “Decolonization and the Cold War,” pp. 694-713.

**Primary Sources:**
- Harold Macmillan, “Wind of Change” Speech
- Henrik Verwoerd’s response to the “Wind of Change” Speech
- Frantz Fanon, excerpt from *The Wretched of the Earth* (1961)

*Activity 3! 1968 in Popular Culture—group Poster Session*

Week 13 (May 1-3): European Integration, or Not

**Primary Sources:**
- Jean Monnet, *A Red-Letter Day for European Unity*
- Charles de Gaulle, “Le Grand ‘Non’”

*Paper 3 Draft Due! (Identity and Integration, primary source)*

Th *Drakulic, Café Europa*, part I

Week 14 (May 8-10): Continued Contestations
Tu *Drakulic, Café Europa*, part II

*Paper 3 Due! (Identity and Integration, primary source)*

Th Bring a contemporary news source to share with the class illuminating a particular issue facing “the New Europe.”

*Final Exam—*

Take-Home Exam must be uploaded to Moodle and time-stamped by the end of the final exam period. Grades and comments will be returned in the same manner, so that you can
access them after the end of the semester.