

HIS 112. 910
Western Civilization Since 1648
Telecourse (Fall '08)

Instructor: Dr. Amy Godfrey
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Office Hours: By appointment

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(Note: The best way to contact me is via email)

Timeline: All telecourses must be finished by the end of the semester. You must have all of your exams completed and assignments turned in to me by December 12th.

Computer password: To use campus computers for homework, contact the help desk at 630-466-4357

Course Description:

This examination of Western civilization reviews the major historical developments in modern history from 1648 to the present. The course employs social and cultural history, as well as the more traditional political and economic approaches. **IAI H2 902**

Upon successful completion of this course the student will be able to:

- think historically;
- demonstrate a comprehension of the basic types of philosophies of history;
- distinguish between primary and secondary research sources and employ them in historical interpretations;
- prepare a formal academic project reflecting historical research and/or criticism;
- apply critical thinking skills in developing historical conclusions based on factual information;
- evaluate the historical and contemporary issues which influence scholarly constructions of the past;
- describe the development and characteristics of pre-modern and modern Western Civilization;
- analyze the social, economic, cultural, and political evolution of pre-modern and modern Western Civilization;
- identify pre-modern and modern Western Civilization's distinctive cultural contributions;
- develop an appreciation for the diverse racial and multi-cultural heritage of pre-modern and modern Western Civilization peoples;
- understand the role of the past in shaping the present-day social, economic, cultural, and political realities in Western Civilization;
- comprehend the interactions of the peoples and institutions of Western Civilization with global communities and societies;
- utilize concepts of historical causation and interpretation both orally and in writing based on critical reading of primary and secondary sources, emphasizing key relationships among historical actors, settings, and philosophical milieus.

Course Structure:

This telecourse is presented principally through assigned readings and videotapes. It is the learner's responsibility to keep up with the material and to consult the instructor when needed. As a course tailored to individual initiative, your success will be directly attributable to your own specific study habits. I encourage you to contact me frequently either by mail, in person, or by phone for short conferences on your progress in this course.

Required Text:

- ✓ Merry E. Wiesner, *Discovering the Western Past: A Look at the Evidence*, Volume 2, Since 1500

Videos:

The Western Tradition videos are now available to view free online at <http://www.learner.org/resources/series58.html> or complete sets of tapes are available to rent through the Distance Learning Office located on the Sugar Grove Campus in Collins Hall room 145. There is no extra fee to rent a complete box set of telecourse videos. If you are unable to come to the Sugar Grove campus to pick up a complete set please call to explore your options. The phone number is 630-466-2402.

Methods of Evaluation:

- 7 Essays based on the text, *Discovering the Western Past* (50 points each)
- 3 Exams based on the “Western Tradition” videos (40 points each)

Essays

You will notice that our text, *Discovering the Western Past*, contains fourteen chapters. Since you are only required to write seven essays, you may choose which seven chapters you would like to use. Be sure to choose your chapters carefully, because I will not accept more than seven essays from each student. You will not be able to replace an essay with a low grade with an 8th essay. Please see the instructions for more details about the essay assignments.

Exams

You will need to take three exams. Each exam is computerized and consists of forty multiple choice questions, which are based on the information provided in the “Western Tradition” videos. The exams will be made available [August 25, 2008](#) at Waubensee’s Center for Learning Assessment on either the Sugar Grove campus (Collins 147) or the Aurora Campus (Room 110). The time limit for each exam is two hours. On the first test, if you are not happy with your grade, you may choose to take it a second time. If you choose to retake the first exam, only the grade from the second try will count toward your final grade.

Academic Honesty:

Acts of academic dishonesty as cited in the Student Handbook shall be subject to disciplinary action upon the instructor’s discretion. Such acts include, but are not limited to, cheating and plagiarism and will result in one or more of the following:

- A failing grade (zero) on the assignment;
- A failing grade for the entire course;
- A report to WCC’s Student conduct board.

Grading Scale:

90—100%	A
80—89%	B
70—79%	C
60—69%	D
0—59%	F

I This grade will be given as an incomplete in rare cases and only if the student makes formal arrangements with the instructor before final grades are due.

Course Schedule and Assignments

Course Schedule

I have divided the course material into three parts. Use the following table to determine which readings and tapes correspond to the various assignments. All Assignments are due at the end of the semester (see the top of the syllabus for the specific date).

Topic	Reading/Viewing
Age of Absolutism to the Age of Revolutions	Wiesner, Chapters 2—5 Programs 27—38 Exam 1
Industrial Revolution to the Great War	Wiesner, Chapters 6—11 Programs 37—47 Exam 2
The Great War to the Present	Weisner, Chapters 12—14

Assignments for *Discovering the Western Past: A Look at the Evidence* (You must complete essays for SEVEN of the following chapters)

Instructions:

Each chapter in *Discovering the Western Past* poses a set of questions, or “problem,” which you will need to solve using the evidence provided. Your job is to take on the role of historian by analyzing the primary sources in the chapters and formulating your own conclusion based on the information these documents contain.

The purpose of these assignments is to teach you how to analyze primary sources and to help you understand the processes historians use to interpret the past. You will likely find that the sources can be interpreted in a variety of ways and that your conclusions are unique. That is great!

I recommend that you start by viewing the programs from the “Western Traditions” series. These programs provide you with important background information for each topic that will help you when you go to analyze the sources in the *Discovering the Western Past* text.

Next, choose a chapter in *Discovering the Western Past* and read its contents. The sections titled “The Problem” and “Sources and Method” provide you with important background information to the sources. They also contain a set of “central questions” that you will need to answer. Read these sections carefully. Be sure to also read the “Questions to Consider” section and “Epilogue” as they will provide additional information to help you in your analysis of the sources. “The Evidence” section contains the primary sources that will help you solve the problem. You **MUST** use these sources to formulate your answer.

Lastly, compose your essay. You need to complete essays for SEVEN of the following chapters. Your essays need to be a minimum of five pages in length, typed in a 12 point font, and double-spaced. Each essay is worth a total of 50 points.

I recommend that you contact me often throughout the semester so that I will be able to help you understand the sources and complete the assignments successfully.

I have listed the central questions for each chapter below. These will guide you as you compose your argument and develop your conclusion. Keep in mind that your essays should do more than merely answer the questions. You will also need to develop an argument, or thesis. Remember, you only need to complete SEVEN.

Central Questions:

(You will find these same questions in “The Problem” section of each chapter. I am repeating them here for the sake of clarity).

Chapter 2: Staging Absolutism

- What was the theoretical basis for absolute royal authority? What was traditional and what was new in the justification of royal power as expressed in late sixteenth- and seventeenth-century France? How did such early modern kings as Louis XIV communicate their absolute power in the various ceremonies, displays, and symbols of royal authority?

Chapter 3: The Mind of an Age: Science and Religion Confront 18th Century Natural Disaster

- Why did the Lisbon earthquake present such an intellectual crisis for eighteenth-century thinkers? How did theologians explain the disaster within the framework of their beliefs? How did Enlightenment thinkers explain it? In what direction was their thought on the physical world and its relationship to divine forces leading?

Chapter 4: European Material Life, 1600-1800

- What was the material existence of the majority of Europeans at the outset of our period? What changes occurred in their existence over time? What were the causes of these changes? What aspects of the modern, global economy can we discern in the period from 1600-1800?

Chapter 5: A Day in the French Revolution, July 14, 1789

- Why were the people of Paris angry in mid-July 1789? How were Parisians mobilized for action? Who made up the crowd that stormed the Bastille?

Chapter 6: Labor Old and New: The Impact of the Industrial Revolution

- How did industrial labor differ from pre-industrial work? How did industrial labor evolve? What effects did the new labor have on the first generation of men, women, and children in Europe's mills and mines?

Chapter 7: Two Programs for Social and Political Change: Liberalism and Socialism

- What visions of the future did liberals and socialists propose? How did they hope to realize their ideals? How did their ideologies differ?

Chapter 8: Vienna and Paris, 1850-1930, The Development of the Modern City

- How were Paris and Vienna physically reshaped in response to early-nineteenth-century problems? How did this physical transformation affect the lifestyle of urban dwellers?

Chapter 9: Expansion and Public Opinion: Advocates of the "New Imperialism"

- What were the main arguments in favor of colonial expansion used by the six advocates of imperialism? How did each spokesman attempt to appeal to public opinion? How can these sources aid in identifying the principle motives and justifications for the new imperialism?

Chapter 10: Women in Russian Revolutionary Movements

- What changes did those women involved in the Russian revolutionary movements want to bring about, and what actions did they take to implement these changes? Did women's concerns, strategies, and objections differ from those of men, and if so, how? What special problems did women revolutionaries face and how might these have affected their ideas?

Chapter 11: World War I: Total War

- What was the nature of modern, or total, warfare? Why was World War I different from previous wars? What impact did it have on the soldiers at the front? How did it affect civilians at home?

Chapter 12: Selling Totalitarianism

- What image did the Nazis convey to German voters? Why did they appeal to German voters? How did the Nazis use media to aid their rise to power? In other words, how did the Nazis "sell" totalitarianism to the German people?

Chapter 13: The Perils of Prosperity: The Unrest of Youth in the 1960s

- ▮ What aspects of the modern state and economy provoked the events of 1968? What vision of the future did the leaders of the French and Czechoslovakian movements embrace? How did they propose to achieve it?

Chapter 14: The European Nation State and Regional Ethnic Nationalism

- ▮ What ethnic and national issues now challenge the traditional European nation-state? Why have such issues proven very divisive in Europe? What do you think will be the character of the European nation-state in the twenty-first century?

My grading criteria:

Note on grammar, spelling, sentence structure, and organization: Clear writing and effective organization is important if you want to convey your ideas to the reader (me). If I cannot follow your argument or if I cannot understand your sentences, then I will not be able to appreciate fully your ideas, no matter how wonderful they may be.

A = Excellent (45-50 points). These essays offer a well-developed argument and demonstrate a sophisticated analysis of the sources. Sources are effectively used to illustrate and support the argument. "A" essays also demonstrate college-level writing skills.

B= Good (40-44 points). These essays contain an argument and demonstrate analysis of the sources, but not at the same level of sophistication as an "A" answer. Prose might be a little awkward or unclear at times.

C= Fair/Average (35-39 points). These essays answer the questions, but contain an underdeveloped argument and/or superficial analysis of the sources. Prose is unclear or disorganized.

D= Below Average (30-34 points). These essays do not contain an argument or they do not address the central questions. Prose is unclear and disorganized. Sources are under-utilized.

F= Failing (0-29 points). These essays do not answer the questions or fail to use the sources in a meaningful way. Plagiarized, late, and incomplete essays will also receive a failing grade.