

Course Information

History 1433: Survey of Western Civilization

Spring 2020

Meeting Times: MWF 10:00-10:50 am (201); MWF 11:00-11:50 am (202)

Meeting Locations: 201: PY 103; 202: PY 202

Professor

Dr. Tiffany A. Ziegler

Department of History

Midwestern State University

Office: O-214

Office Hours: MWF 12:00-1:00 pm; TR 10:00-11:00 am; by appointment; subject to change

E-mail: tiffany.ziegler@msutexas.edu

Phone: 940-397-4151 (or ext. 4151 on campus)

Section Instructor

Ms. Catharine Forrester

Department of History

Midwestern State University

Information: TBA

Course Description/Objectives

As detailed in the current MSU history course descriptions, the Survey of Western Civilization is “an examination of the traditions which have directly contributed to the formation of the intellectual and cultural structure of modern western society. The course begins with the Scientific Revolution and the emergence of modern nation states and examines the development of democratic movements and the Industrial Revolution continuing through the wars and disorders of the twentieth century.” By the end of this course, students will be able to define and describe important individuals and events in western history, will be able to understand the general framework (chronology and geography) of western history, and will developed an ability to analyze historical sources. Most importantly, students will learn how past events have shaped the world in which we live today. While names, dates, events, etc. are important, simply memorizing all the information is not the goal of this class.

Required Books, Readings, and Materials

Cole and Symes, *Western Civilizations*, Vol. 2, Brief Fourth Edition, 2017. ISBN: 978-0-393-26534-7

Cole, et al, *Perspectives from the Past: Primary Sources in Western Civilization*, Vol. 2, Sixth Edition, 2016. ISBN: 978-0-393-26540-8

Supplemental handouts provided on D2L

Requirements and Grading

The grade for this course will be based on attendance, discussion, and participation; several short discussion papers; possible weekly quizzes.

Class Attendance

I am assuming that you are an adult and that you can make your own decisions about coming to class. Regardless of what you choose, attendance will be taken at the beginning of class as is required per the Texas University System rules. If you miss 7 or more times your grade will drop one letter grade. The grade will then continue to drop one letter for every additional time missed until ten times missed. After ten times missed you will receive a failing grade for attendance, discussion, and participation. You will also be counted as absent if you show up more than 15 minutes late for class without an appropriate excuse or if you are consistently unprepared for class, fail to pay attention during class, and/or fail to participate in class discussion.

Discussion and Discussion Papers

Over the course of the semester we will be examining a number of primary sources. Students must read these works and come to class prepared to speak about them. In order to better aid understanding, the supplemental instructor (SI from here on out) will lead weekly discussions over the sources.

In addition, students will be writing six short discussion papers (no more than two pages or ~500 words), one of which will be completed as a final exam. Not completing these assignments and/or not participating in discussion will negatively affect the overall grade. More details about the papers is provided below, including an outline of the rubrics used for grading.

*The paper topics are located at the end of the syllabus. All papers must use the primary sources in order to answer the question(s).

*Papers are due at the beginning of the class period. You must staple the pages together or print the papers front to back. You will also need to staple a scoring rubric to the paper, which is provided below.

*Late discussion papers policy: Discussion assignments are due on the assigned days—MWF class will turn in on Friday. You may not submit late discussion papers.

*There are eight paper options. Of the papers, the first three papers must be completed. Of the last four papers, choose two. You may write EVERY paper if you wish, but I will only take the five highest scores.

*Papers need to be typed with a reasonable font (Times New Roman, Cambria, Tahoma, etc.), double-spaced, and have one-inch margins. While you do not need to include a cover page, you do need to include your name, the name of the class, and the section. Please proofread these papers for silly mistakes and errors.

Grading scale for discussion papers:

24/24	100
23/24	95.83
22/24	91.67
21/24	87.5
20/24	83.33
19/24	79.17
18/24	75
17/24	70.83
16/24	66.67
15/24	62.5
14/24	58.33
13/24	54.17

Paper Help

I am more than happy to help you with your papers during office hours and by appointment, but you must come in and get the help *in person*. In addition, the campus writing center provides free help to any enrolled student: Tutoring is available Monday through Thursday from 9am to 4pm; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6pm to 9pm. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Quizzes

We will begin the semester as follows: you read and actively participate. If this continues, nothing will change. If, however, students fail to read and discuss, I will administer weekly quizzes based on the readings.

Grading Breakdown

Grading for the course will break down as follows:

- | | |
|---------------------------------------------|------|
| • Five papers: 15% each | 75% |
| • Final Exam | 15% |
| • Attendance, participation, and discussion | 10% |
| | 100% |

The grading scale is as follows: A = 90 and above; B = 80-89; C= 70-79; D = 60-69; F = 59 and below.

Policies

Missed Exams or Assignments

A makeup assignment or final exam will not be given unless you have a valid class excuse, including, but not limited to severe illness (with documentation) and a university excused event (again, with documentation). Please notify me *in advance* and *in person* if you need to miss class. Avoid any penalties by turning in assignments early or by making arrangements with me if you know you must miss class. In-class work, such as discussion assignments, cannot be made up. Make arrangements to be in class by not scheduling work, child care, doctor's appointments, and other obligations during class time. Late papers will not be accepted.

Support Services

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please meet with the instructor during the first week of class to make arrangements.

Nondiscrimination Statement

Midwestern State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your professor or to the Human Resource Office.

Intellectual Property

All lectures, PowerPoints, handouts, and discussion materials in this class are considered the intellectual property of the professor. *Lectures may not be recorded or posted online. This includes taking pictures with your cell phones.* In addition, if you miss class, please ask a fellow classmate for the notes. If you are not able to get the notes, see me and I will help you to make accommodations.

Classroom Etiquette

You are responsible for material presented in lectures and the knowledge of any of it will be necessary for papers and the final exam. Please refrain from behavior disruptive to the conduct of class, including but not limited to arriving late, leaving early, leaving in the middle of lecture to use the restroom, talking with neighbors, texting and/or using a cell phone. Do not bring work unrelated to class. Think carefully about how you are spending your tuition money. If you sleep in class and if you snore, people are likely to laugh at you.

Academic Integrity

Cheating, dishonesty and plagiarism will not be tolerated in this course. You must document all of your source material. If you take any text from somebody else, you must make it clear the text is being quoted

and where the text comes from. You must also cite any sources from which you obtain numbers, ideas, or other material. If you have any questions about what does or does not constitute plagiarism, ask! Plagiarism is a serious offense and will not be treated lightly. Fortunately, it is also easy to avoid and if you are the least bit careful about giving credit where credit is due you should not run into any problems. Students who plagiarize or cheat on assignments will receive a zero for that assignment—no exceptions. Instances of plagiarism and cheating will be reported to the Dean.

D2L

Students may need to access D2L to complete assignments in this course. To access D2L, go to <https://d2l.mwsu.edu/>

Your username is in the format [first initial + middle initial + 12 characters of last name + ##### where ##### is the first 4 characters of your date of birth], for example:

Name: Robert T Jones

Date of Birth: 01/03/1998

Username: rtjones0103

Your password is your Mustangs ID followed by an exclamation mark, for example: M10203040!

*Please note that the syllabus, readings, exams, and assignments are subject to change if the instructor feels it is necessary to modify the schedule.

Week 1: 21-24 January

Introductions: From Feudal Society to the Enlightenment and Scientific Revolution

Begin the French Revolution

Readings: Recommend but not required Cole and Symes chapters 14-17; *Perspectives from the Past* (hereafter, *Perspectives*) chapters 14-17

Week 2: 27-31 January

The French Revolution: (1) The Rights of Man

Readings: Cole and Symes chapter 18; *Perspectives* chapter 18

Week 3: 3-7 February

The French Revolution: (2) The Republic of Virtue

The French Revolution: (3) Napoleon

Readings: Cole and Symes chapter 18; *Perspectives* chapters 18

Discussion Paper One Due

Week 4: 10-14 February

Liberals and Conservatives

Readings: Cole and Symes chapters 19 and 20; *Perspectives* chapters 19 and 20

Week 5: 17-21 February

Industrial Revolution

Jacobins and Socialists

Readings: Cole and Symes chapters 20 and 21; *Perspectives* chapters 20 and 21

Discussion Paper Two Due

Week 6: 24-28 February

1848

Readings: Cole and Symes chapter 21; *Perspectives* chapter 21

Week 7: 2-6 March

Vicissitudes of Economic Growth, 1850-1914

A World of Organizations

Readings: Cole and Symes chapter 23; *Perspectives* chapters 23

Discussion Paper Three Due

Week 8: 9-13 March

The Development of Nationalism

Imperialism

Readings: Cole and Symes chapters 21 and 22; *Perspectives* chapters 21 and 22

Spring Break: 14-22 March

Week 9: 23-27 March

War and Diplomacy in Nineteenth Century Europe

Total War, Part 1: 1914-18

Readings: Cole and Symes review chapters 21, 22, and 23; read 24; *Perspectives* chapter 24

Discussion Paper Four Due

Week 10: 30 March-3 April

From World War to World Revolution

The 1920s: A New Europe?

Readings: Cole and Symes chapter 25; *Perspectives* chapter 25

March 30—Last Day for a “W”

Week 11: 6-8 April

The 1930s: (1) Nazism

The 1930s: (2) Stalinism

Readings: Cole and Symes chapter 25; *Perspectives* chapter 25

Discussion Paper Five Due

Holiday Break 9-12 April

Week 12: 13-17 April

The 1930s: (3) Democracy Embattled

Total War, Part 2: 1939-45

Readings: Cole and Symes chapter 26; *Perspectives* chapter 26

Week 13: 20-24 April

Europe Divided

Divided Europe

Readings: Cole and Symes chapter 27; *Perspectives* chapter 27

Discussion Paper Six Due

Week 14: 27 April-1 May

Decolonization

Prosperity and Crisis in the 1960s

Readings: Cole and Symes chapter 28; *Perspectives* chapter 28

Week 15: 4-8 May

A Rough Ride: Europe, 1968-89

After the Short Twentieth Century: Europe since 1989

A World without Walls: Globalization

Review for final

Readings: Cole and Symes chapters 28 and 29; *Perspectives* chapters 28 and 29
Discussion Paper Seven Due

Final Exams: 9-14 May

MWF 10:00 am (201): Wednesday 13 May 10:30 am-12:30 pm

MWF 11:00 am (202): Monday 11 May 10:30 am-12:30 pm

Discussion Papers Scoring Rubric				
	Capstone	Milestone		Benchmark
	4	3	2	1
Critical Thinking: Explanation of the Issue	Clear, strong, comprehensive thesis stated delivering all relevant information necessary	Thesis is weak or flawed but present to the extent that it is not impeded by omissions	Thesis is more implied than clear or is at the end; the thesis may leave terms undefined, ambiguities unexplored, and/or backgrounds unknown	No clear thesis or the thesis is stated without clarification or description
Critical Thinking: Use of Evidence	Four appropriate sources (namely primary but also secondary) present with appropriate analysis/interpretation and relation to thesis, meaning that there is enough interpretation and evaluation to develop a comprehensive analysis while also considering others' points of view	Three appropriate sources present but without appropriate analysis/interpretation and relation to thesis. There is only some interpretation and evaluation to develop a comprehensive analysis and/or there is only some consideration of others' points of view	One or two sources present (or use of only secondary sources) and/or without appropriate analysis/interpretation in relation to thesis. There is little interpretation and evaluation to develop a comprehensive analysis and/or there is little consideration of others' points of view	No appropriate sources used
Critical Thinking: Conclusion	Conclusion is logical and reflects the student's informed evaluation of the topic and sources	Conclusion is logical but weak. It only partially reflects the student's informed evaluation of the topic and sources	Conclusion present but does not reflect the student's informed evaluation of the topic and sources	Conclusion confused, oversimplified, or not present
Communication and Writing	Student successfully executes of wide range of conventions specific to communication and writing, including: grammar, spelling, organization, content, presentation, formatting, and style	Student only partially executes of wide range of conventions specific to communication and writing, including: grammar, spelling, organization, content, presentation, formatting, and style; straightforward language is used to convey the meaning and there may be some errors	Conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, are basic; basic language is used to convey the meaning and there may be many errors	Attempts to use the basic system of conventions specific to communication and writing, including grammar, spelling, organization, content, presentation, formatting, and style, but language and errors impede the meanings being conveyed
Intercultural Knowledge	Clearly understands the source's values in the context of the times by initiating and developing verbal analysis with culturally different others	Partially understands the source's values by initiating and developing verbal analysis with culturally different others; the essay may show confusion or a partial reading of the present into the past	Vague understanding of source's values through verbal analysis with culturally different others; has difficulty suspending judgments	Little or no understanding of source's values through verbal analysis with culturally different others; is unaware of own judgments
Personal Responsibilities	Through verbal communication articulates a complex understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a shared understanding of multiple cultural perspectives of a source.	Partial relation of document's values through verbal communication; articulates a partial understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides a partial understanding of multiple cultural perspectives of a source	Relation of document's values to actions more implied than stated or vague through verbal communication; articulates a partial or implied understanding of cultural differences in relation to history, values, politics, communication styles, economy, or beliefs and practices, and provides an implied understanding of multiple cultural perspectives of a source	Relation of values to actions not addressed

Scoring Rubric					
	4	3	2	1	0
Explanation of the Issue					
Use of Evidence					
Conclusion					
Communication and Writing					
Intercultural Knowledge					
Personal Responsibility					

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Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). This first paper is meant to introduce you to primary and secondary sources, how to use the sources, and how to cite properly. Please follow the directions below using chapter one of your textbook (Cole and Symes) and the primary sources. You may also use any primary sources from chapter one of your textbook. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

1. Read chapters fourteen through eighteen of Cole and Symes and chapters fourteen through eighteen of the primary source book.
2. Next, using the primary sources, the primary sources in the textbook, and the textbook, explain what and/or who is responsible for the French Revolution.
3. You must use at least four different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole/Symes book, you cite as follows:
 - Cole and Symes argue that the “population explosion did not occur because people were living longer” (Cole and Symes, 517).
 - If you use something from a document, cite as follows:
 - According to one French doctor, “This instinct, this inclination, so active, which attracts one sex towards the other, is liable to be perverted, to deviate from the path nature has laid out” (*A French Doctor Denounces Contraception*, 522).
 - Integrate the sources: no free-floating quotations.
 - The Nazi party promoted nationalism. Joseph Goebbels, a top Nazi official, in “Why Are We Enemies of the Jews” explained that the Nazis were “nationalists, because we, as Germans, love Germany. And because we love Germany, we demand the protection of its national spirit” (Joseph Goebbels, “Why are We Enemies of the Jews,” 690).
- Use only class materials.
- Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). In this second paper you will continue to develop skills related to the use of primary and secondary sources and how to cite properly. Please follow the directions below. Failure to use primary evidence **WILL RESULT IN A LOWER GRADE**.

1. Read chapter 18 of Cole and Symes and the primary sources.
2. What were some of the different ways to govern a nation over the course of the French Revolution? Who or what was most successful and why?
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole/Symes book, you cite as follows:
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 - If you use something from a document, cite as follows:
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 - The Nazi party promoted nationalism. Joseph Goebbels, a top Nazi official, in “Why Are We Enemies of the Jews” explained that the Nazis were “nationalists, because we, as Germans, love Germany. And because we love Germany, we demand the protection of its national spirit” (Joseph Goebbels, “Why are We Enemies of the Jews,” 690).
- Use only class materials.
- Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

Introduction: Historians pose questions and then attempt to answer the queries with evidence that the peoples who have come before have left behind (primary documentation). In this third paper you will refine skills related to the use of primary and secondary sources and how to cite properly. Please follow the directions below. Failure to use primary evidence WILL RESULT IN A LOWER GRADE.

1. Read chapters 19 and 20 of Cole and Symes and the primary sources.
2. Who and/or what caused the 1830s Revolutions? (Hint: You might consider Classical Liberals and Conservatives in your response.)
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole/Symes book, you cite as follows:
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 - If you use something from a document, cite as follows:
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- Use only class materials.
- Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

Introduction: Historians pose questions and then attempt to answer them with evidence that the peoples who have come before have left behind (primary documentation). By now, you should have the necessary practice to draw your own conclusions. Your job is to answer one of the following questions in a well-thought and fully-supported response that uses primary evidence. Failure to use the primary evidence WILL RESULT IN A LOWER GRADE.

1. Read chapters 19 and 20 of Cole and Symes and the primary sources.
2. Who and/or what caused the 1848 Revolutions? (Hint: You might consider Radicals, Socialists, and the Industrial Revolution in your response.)
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
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Choose one of the following:

1. Read chapters 21 and 22 of Cole and Symes and the primary sources.
2. Then critique this statement: Nationalism and Imperialism were both positive movements. Why or why not?
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole/Symes book, you cite as follows:
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- Use only class materials.
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Choose one of the following:

1. Read chapters 23 and 24 of Cole and Symes and the primary sources.
2. Critique this statement: World War I came completely by surprise and changed the world as we know it.
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
- You must cite the sources properly:
 - When you use something directly from the Cole/Symes book, you cite as follows:
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- Use only class materials.
- Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.

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Choose one of the following:

1. Read chapters 25 and 26 of Cole and Symes and the primary sources.
2. Critique the following statement: Totalitarian leaders and movements (i.e., Stalinism, Fascism, Nazism) of WWII were influenced only by the major movements of the time (i.e., nationalism, imperialism, total war, etc.).
3. You must use at least 4 different primary sources.

The details:

- This paper should be typed and double-spaced, composed of twelve-point font and of a reasonable font type, e.g. Times New Roman, and should have one-inch margins.
- The total length of this paper should be two pages (~500 words).
- This paper needs to be in the proper essay format: Introduction with thesis, body paragraphs, and conclusion.
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- Use only class materials.
- Before handing your paper in, be sure to proofread for grammatical and other mistakes. Failure to proofread will result in a lower grade.