HIS 152 – 001: Western Civilization since 1500
Fall 2019
Thurs 6:00 – 8:30 pm
474 Ferguson

Mr. Robert Allen, History Department
357 Liberal Arts North / 468-3893 / rballen@sfasu.edu
Office hours: Wednesday 10:30 am – noon and 2 – 3:30 pm, Friday 9:30 – 11:30 am,
and by appointment.

COURSE DESCRIPTION

Political, social, economic, and cultural history of the West from the Reformation to
the present.

COURSE REQUIREMENTS AND GRADING POLICY

10% Class attendance and participation, based on the overall level and quality of
engagement with the course

15% Thursday readers journal. For most Thursday classes this semester,
readings are assigned. For each Thursday class meeting, students will write
a one-paragraph summary of an important person, idea, or event covered in
the readings. Summaries should be kept together in a journal and listed with
the date of the appropriate Thursday. These summaries will be collected
from time to time, to check on the students’ progress and understanding.
Notice will be given on the preceding Tuesday.

15% Quizzes. Quizzes will be given this semester, usually on Thursdays, over
the assigned primary sources. Notice will be given in the class preceding
the quiz.

15% Papers. There will be two 3 – 5 page papers this semester.

45% Exams. There will be two exams this semester, including a cumulative
final exam. The exams will take place on October 17 and December 12.

ATTENDANCE POLICY

Class attendance forms an important part of student learning and will be included
as part of a “class attendance and participation” grade, which will count for 10% of
the final semester average.
NOTE ABOUT BRIGHTSPACE

This semester we will make use of Brightspace (D2L) to post grades and some course content. You can reach the website by going to d2l.sfasu.edu. Click on “log in,” then use the same user ID and password that you would use with MySFA. You will see a list of your courses, and click on HIS 152.

TEXTS

Clifford R. Backman, Cultures of the West: A History – vol. 2, since 1350, 2nd edition

Voltaire, Candide

Carlo Levi, Christ Stopped at Eboli

Wolfgang Borchert, The Man Outside

ACADEMIC INTEGRITY (A-9.1)

*** In this class, you will be required to place all notes, books, back-sacks, purses, etc. at the front of the class before the exam begins.

*** Any student who has an electronic device visible during an exam (in their lap, on their desk, or visible nearby) will receive a zero for their exam grade.

*** No student will be allowed to leave the room during an exam unless they finish and turn in their exam first. If you need to go to the restroom, do so before the exam starts.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and / or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an
Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf

**WITHHELD GRADES** (Semester Grades Policy, A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**STUDENTS WITH DISABILITIES**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**PROGRAM LEARNING OUTCOMES**

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**STUDENT LEARNING OUTCOMES**

HIS 152 is part of the university’s Core Curriculum and as such strives toward both the general goals of the core and the specific objectives for classes designated for inclusion in the Language, Philosophy, and Culture Foundational Component Area as defined by the Texas Higher Education Coordinating Board.

Courses in this Foundational Component Area of the Core focus on the ideas, values, beliefs, and other aspects of culture that express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.

In addition to learning the above, students in HIS 152 will demonstrate the more general ability to:

- Think critically, which includes the ability to analyze, evaluate, and synthesize information about this period of history.
- Communicate effectively by developing and expressing ideas through written communication.
• Gain intercultural competence, a knowledge of civic responsibility, and an awareness of past human engagements in regional, national, and global communities.

• Understand the role that personal responsibility has played throughout history and gain the ability to connect choices, actions, and consequences to the making of ethical decisions.

Instruction in the Core Objectives (critical thinking, communication, personal and social responsibility) will be given throughout the semester.

Explanation of credit hours awarded for course:

HIS 152 (Western Civilization II) meets for 150 minutes each week for 15 weeks and also meets for a 2 ½-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc). Typical sections of the course require students to take 2-3 exams per semester, in addition to the final exam. Many also require students to take quizzes. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for quizzes/exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom.

GENERAL EDUCATION CORE CURRICULUM

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

COURSE CALENDAR

Aug 29 Introduction: the global and social context of European history
Sept 5 Reformation

* Backman, ch. 12, pp. 399 - 445
\( \delta \) Martin Luther, *The Freedom of a Christian* (1520)
\( \delta \) Thomas Müntzer, *Twelve Articles of the Swabian Peasants* (1525)

Sept 12 Europe and the world

* Backman, ch. 13, pp. 449 - 489
\( \delta \) Galileo: *The Assayer* (1623), Letter to Grand Duchess Christina (1615), Trial and Abjuration of 1633, *Dialogue concerning the Two Great World-Systems* (1632)

**Draft due September 12, paper on “Luther”**
Sept 19  Religious wars and the rise of absolutist monarchies

* Backman, ch. 15, pp. 527 - 475
  ∆ Charles Loyseau, *A Treatise on Orders* (1610)
  ∆ James I, *True Law of Free Monarchies* (1598)

** Final version due September 26, paper on “Luther”

Sept 26  Enlightenment

* Backman, ch. 16, pp. 579 - 617
  CHOOSE TWO
  ∆ Adam Smith, excerpt from *Wealth of Nations* (1776)
  ∆ Rousseau, excerpt from *Social Contract* (1762)
  ∆ Kant, *What is Enlightenment?* (1784)
  ∆ Condorcet, excerpt from *The Progress of the Human Mind* (1794)

Oct 3  French Revolution and Napoleon

  ∆ Declaration of the Rights of Man and Citizen (1789)
  ∆ Olympe de Gouge, *Declaration of the Rights of Women* (1791)
  ∆ Mary Wollstonecraft, excerpt from *A Vindication of the Rights of Women* (1792)
  OR
  ∆ Edmund Burke, excerpt from *Reflections on the Revolution in France* (1790)
  ∆ Benjamin Constant, excerpt from *Ancient and Modern Liberty Compared* (1814)

** Draft due October 3, paper on primary sources from the French Revolution

Oct 10  Industrialization and its discontents

* Backman, ch. 18, pp. 663 - 699
  ∆ Karl Marx, excerpt from *The Communist Manifesto* (1848)
  ∆ Andrew Ure, excerpt from *The Philosophy of the Manufacturers* (1835)

Oct 17  Midterm exam

** Assigned reading for the midterm exam: Voltaire, *Candide* (entire)

Oct 24  Politics and the “-isms” of the 19th century

* Backman, ch. 19, pp. 703 - 741

** Final version due, October 24, paper on primary sources from the French Revolution
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading References</th>
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<tbody>
<tr>
<td>Oct 31</td>
<td>Nationalism and imperialism</td>
<td>* Backman, ch. 23, pp. 863 – 895</td>
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<td>∆ Ernest Renan, excerpt from <em>What is a Nation?</em> (1882)</td>
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<td>∆ Giuseppe Mazzini, excerpt from <em>On Nationality</em> (1852)</td>
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<td>∆ John Stuart Mill, excerpt from <em>On Colonies and Colonization</em> (1848)</td>
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<td>∆ Jules Ferry, excerpt from &quot;On French Colonization&quot; (1884, 1897)</td>
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<td>Nov 7</td>
<td>World War I</td>
<td>* Backman, ch. 24, pp. 899 – 940</td>
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<td>Nov 14</td>
<td>Radical realignments</td>
<td>* Backman, ch. 25, pp. 943 – 985</td>
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<td>Nov 21</td>
<td>World War II</td>
<td>* Backman, ch. 26, pp. 989 – 1026</td>
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<td>∆ Levi, <em>Christ Stopped at Eboli</em> (entire)</td>
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<td>Dec 5</td>
<td>Post-war Europe</td>
<td>* Backman, ch. 27, pp. 1029 – 1059</td>
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<td>∆ Borchert, &quot;The Man Outside&quot; (entire)</td>
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**FINAL EXAM, Thursday, December 12, 7:00 – 9:30 pm**

**Assigned reading for the final exam:** Levi, *Christ Stopped at Eboli*, and Borchert, “The Man Outside”