HIS 152 – 001: Western Civilization since 1500  
Spring 2020  
Tues/Thurs  2:00 – 3:15 pm  
474 Ferguson

Robert Allen, History Department  
357 Liberal Arts North / 468-3893 / rballen@sfasu.edu  
Office hours:  Wed 10:30 am – noon and 3:30 – 5:00 pm, Friday 9:30 am – 2:30 pm, 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 presentation this semester over one primary source.

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

15%  Paper. There will be a 4 – 6 page paper due on Monday, March 23. The paper assignment will be handed out in mid-February.

20%  First exam on February 27.

20%  Second exam on April 7.

20%  Final exam on May 5.

ATTENDANCE POLICY

Class attendance is strongly recommended as a vital part of student learning but will not result in points deducted from the semester average. Roll will be taken each class by the instructor.

TEXTS

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

Voltaire, Candide  

Carlo Levi, Christ Stopped at Eboli  
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.

ACADEMIC INTEGRITY (A-9.I)

*** 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/

EXPLANATION OF CREDIT HOURS AWARDED FOR THIS 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.

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.

Assessment of these objectives at SFA will be based on student work from core curriculum courses. The chart below indicates the core objectives addressed by this course and the assignment(s) that will be used to assess the objectives in this course.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
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<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>To be announced</td>
<td>March 23, 2020</td>
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**SOURCE ANALYSIS ASSIGNMENT**

To measure the success of student acquisition of these mandated skills, one assignment during the semester will require critical analysis of an historical period or event in western history from the period since 1500. Each student will be provided a selection of primary and/or secondary sources to interpret and evaluate, place in historical context, and utilize to construct an analytical essay. The essay will require that students think critically about the sources, examine how individual choices and decisions influenced the course of history, and consider the ways in which people engage with regional, national, or global communities.

Completion of this assignment is required by the university and is an important component in the successful completion of this course. Further instructions will be provided at the appropriate time.
### Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan 16</td>
<td>Introduction: the global context of European history</td>
</tr>
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<td>Jan 21</td>
<td>Rural society and traditional popular culture</td>
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<td>Jan 23</td>
<td>Renaissance</td>
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<td>Jan 28</td>
<td>Reformations * Backman, ch. 12</td>
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| Jan 30 | **Primary sources:** - Martin Luther, "On the Freedom of a Christian",  
|         | - Desiderius Erasmus, "On the Freedom of the Will," - "Twelve Articles of  
|         | the Swabian Peasants"                                                 |
| Feb 4  | Absolutism                                                             |
| Feb 6  | **Primary sources:** - Charles Loyseau, "A Treatise on Orders", - James I  
|         | of England, "The True Law of Free Monarchies"                         |
| Feb 11 | New views of science and medicine * Backman, ch. 13                    |
| Feb 13 | King and Parliament in England                                         |
| Feb 18 | The Enlightenment * Backman, ch. 16                                    |
| Feb 20 | **Primary sources:** - Adam Smith, "Wealth of Nations", - Immanuel Kant,  
|         | "What is Enlightenment?", - Marquis de Condorcet, "The Progress of the Human Mind" |
| Feb 25 | French Revolution and Napoleon                                         |
| Feb 27 | **First Exam**                                                        |
|        | * Assigned reading for the first exam: Backman chs. 12, 13, and 16, and Wiesner-Hanks,  
|        | “The Female Life Cycle” (posted on Brightspace)                       |
| March 3 | The Industrial Revolution * Backman, ch. 18                           |
| March 5 | 1848 revolutions                                                       |
| March 17 | Nationalism, socialism, and nineteenth-century society * Backman, ch. 19 |
| March 19 | **Primary sources:** - Ernest Renan, "What is a Nation? ", - Giuseppe  
|         | Mazzini, "On Nationality", - Karl Marx, "The Communist Manifesto",  
|         | - Andrew Ure, "The Philosophy of the Manufacturers"                    |
** Paper due on Monday, March 23

March 24  Imperialism  
* Backman, ch. 23

March 26  Primary sources:  - John Stuart Mill, "On Colonies and Colonization",  
- Jules Ferry, "On French Colonization"

March 31  Unifications of Italy and Germany

April 2  World War I

April 7  Second Exam

* Assigned reading for the second exam: Backman chs. 18, 19, and 23

April 14  Colonial mandates, the Russian Revolution  
* Backman, ch. 25

April 16  Primary sources:  - Vladimir Ilyich Lenin, "What is to be Done?",  
- "Dizzy with Success: Concerning Questions of the Collective-Farm Movement,"  
- Hymn to Stalin, - N. I. Bukharin, "Last Plea"

April 21  Fascism and National Socialism  
* Backman, ch. 26

April 23  Primary sources:  - Nuremberg Laws, - Oswald Spengler, "Decline of the West,"  
- Adolf Hitler speech

April 28  World War II and post-war Europe  
* Backman, ch. 27

April 30  Primary sources:  - Winston Churchill, "Iron Curtain Speech", - George Orwell,  
"Politics and the English Language"

FINAL EXAM, Tuesday, May 5, 10:45 am – 1:15 pm

* Assigned reading for the final exam: Backman chs. 25, 26, and 27, and Levi, Christ  
Stopped at Eboli (entire)

*** Note: SFA has scheduled this time for our final exam. No exceptions will be  
allowed.