

MASTER SYLLABUS  
COURSE:  
**HISTORY 102: Western Civilization II**  
CLUSTER REQUIREMENT: 4A

**COURSE DESCRIPTION:**

This course examines the historical development of Western Civilization from the Renaissance to the end of the Cold War and the dawn of the twenty-first century. While political, economic and technological continuities and changes will form the framework of our survey, intellectual, social and cultural trends will help give it life. We will also explore the historian's craft, placing significant emphasis on primary source evidence, both written (philosophy, literature, political proclamations, memoirs) and visual (film, photography, paintings), as well as secondary-source scholarship and interpretation. In addition to sharpening your skills in assessing historical evidence, the course will familiarize you with the various techniques in researching and writing history papers. Moreover, the goal of the course is not only to understand broad historical processes in Western Civilization, but also to develop an appreciation for the study of history and the humanities and to recognize their importance in your own life. Students may be evaluated by a written response paper, an interpretive/research essay, study guides and timed examinations.

**LEARNING OUTCOMES:**

**Course-Specific Learning Outcomes:**

*By the end of the course the student will be able to:*

- Understand broad historical continuities and changes (economic, political, technological, social, intellectual, cultural trends) in the development of Western civilization
- Critically evaluate and locate both hard-copy and on-line primary and secondary source resources and databases
- Basic understanding of the steps required to formulate, write and cite evidence in a history research paper
- Emphasis will be placed on clear and concise prose and reasoned argumentation supported with factual evidence

**University Studies Learning Outcomes:**

*After completing this course, students will be able to:*

1. Explain different perspectives on: a) what it means to be human and how the significance of human existence has been understood; b) the nature of human relationships and how these relationships are evidenced in regard to the broader world; or c) how knowledge is

obtained, maintained and changed, as well as how individuals come to understand and think about the world around them.

2. Recognize ethical issues in complex contexts and evaluate the ethical positions taken by themselves and others.
3. Locate, analyze, summarize, paraphrase and synthesize material from a variety of sources.
4. Evaluate arguments made in support of different perspectives on human questions and contexts.

### EXAMPLES OF TEXTS AND/OR ASSIGNED READINGS:

#### Secondary Sources:

Kishlansky, *Civilization in the West*, Vol. II.

Judith Coffin, Robert Stacey. *Western Civilizations: Their History & Their Culture*. 17<sup>th</sup> edition, Volume II. New York, London: W.W. Norton & Company, 2011.

Katharine Lualdi, "Introduction: Working with Historical Sources," *Sources of the Making of the West: Peoples and Cultures*, 3<sup>rd</sup> Edition, Volume I: to 1740, Bedford / St. Martin's, 2010.

Alan Munslow, "What History Is"

#### Primary Sources:

Kishlansky, "Sources of the West". Vol. II.

Leonardo Bruni, *Concerning the Study of Literature*, 1405

Leonardo da Vinci, *On Painting as an Art*,

Machiavelli, Excerpts from the *Prince* and *The Discourses*

Pico Della Mirandola, *Oration on the Dignity of Man*, 1486.

Martin Luther, *Disputation of Doctor Martin Luther on the Power and Efficacy of Indulgences*, 1517

Desiderius Erasmus, *On the Education of Children*

Bartolome de Las Casas, *In Defense of the Indians* (c. 1548-1550)

\_\_\_\_\_, *The "Black Legend" of Spain*

Juan Gines de Sepulveda, "They Are Slaves by Nature" (1490-1573)

Henry Peacham, *The Complete Gentleman*, 1622

Jean Domat, *On Social Order and Absolute Monarchy*, 1697

Immanuel Kant, *What is Enlightenment?* 1784

*The Declaration of the Rights of Man*, 1789

Olympe de Gouges, *The Declaration of the Rights of Woman*, 1793

Friedrich Engels, *Industrial Manchester*, 1844

Andrew Carnegie, *The Gospel of Wealth*, 1889

Joseph Mazzini, *On the Duties of Man*, 1860

Theodor Herzl, *On the Jewish State*, 1896  
Friedrich Fabri, *Does Germany Need Colonies*, 1879  
Edward Morel, *The Black Man's Burden*, 1920  
Luigi Cadorno, Report on 6<sup>th</sup> Battle of the Isonzo, 1916  
Private Donald Fraser, Selections from *My Daily Journal*, 1915-16  
Adolf Hitler, Excerpt from *Mein Kampf*, 1925  
Benito Mussolini, *What is Fascism*, 1932  
Winston Churchill, Speech for House of Commons, 1940  
Primo Levi, *The Drowned and the Saved*, New York: Vintage, 1989

**EXAMPLE ASSIGNMENTS:** *The following examples are only samples. Additional clustered sample questions/assignments have been attached to this syllabus.*

**Cluster 4A.1: Film: *The Guns of August*, 1964 (created by Nathan Kroll, based on the book written by Barbara Tuchman)** (Cluster 4A.1b, 4A.1c) This film captures the relationships between the Great Powers of Europe as Western Civilization descends into the carnage of World War I. The divergent perspectives of each of the Great Powers and their reasons and reactions to war are weighed and assessed.

**Assignment – Study Guide:** Students are asked to watch the film *The Guns of August*, and to respond in writing to a study guide that asks ten specific and targeted questions about the outbreak, the course and the turning points of World War I. This study guide will also help prepare students for an in-class discussion on the subject of the origins and nature of World War I and how this violence changed Western Civilization.

**Cluster 4A.2: Primo Levi's "Useless Violence":** This document attempts to describe a world turned upside down – the world of the Nazi death camps and the experience of their Jewish victims. This examination of Nazi "useless violence" centers on several ethical implications: the emergence of ethical standards in an environment devoid of them, the consequence of dismissing Nazis as "insane," and the repercussions of attempting to place oneself *into the shoes* of Jewish victims.

**Assignment - Response Paper:** Read the chapter "Useless Violence" from Primo Levi's memoir *The Drowned and the Saved* (primary document) and the relevant section from the course text, and in a short 500-word paper supported with relevant textual references respond to the following question: *The Nazis have been popularly described as insane. Such a view appears to be supported by the genocide and war crimes they committed against Jews first and foremost, and other "subhuman" peoples of Europe. Primo Levi, a Holocaust survivor, tackles the issue of presumed Nazi "insanity" in his memoir The Drowned and the Saved. Was the useless violence inflicted against Jewish death camp inmates the work of insane individuals, or was there a certain logic to "useless violence"? What are the repercussions of describing the Nazis as insane?*

**Cluster 4A.3: Assignment - Interpretive/Research Essay:** This assignment will ask students to develop a research question out of one of several suggested or original topic areas in the post-medieval history of Western civilization. Students are also responsible for identifying and locating both primary and secondary research material, either in hard-copy format or in peer-reviewed legitimate electronic databases, and to provide a bibliography of their findings. Students are required to analyze, summarize/paraphrase and synthesize these resources in a minimum 5-page interpretive/research paper in which they offer a reasoned and supported answer(s) to their research question.

**Cluster 4A.4: Assignment – Exam Question: Comparing Perspectives on the Amerindians Juan Gines de Sepulveda vs. Bartolome de Las Casas:** This assignment asks students to read and compare the writings of Juan Gines de Sepulveda and Bartolome de Las Casas. They will be given study questions to help guide their analysis of the documents. In-class discussion will focus on critically analyzing historical perspectives, attempting to understand why these two divergent Spanish views of the Amerindians arose at a similar time in history. The variations in perspectives will appear as a possible short essay question on the mid-term exam.

Sample exam question: *Our course has followed the theme of the so-called 'clash of civilizations', and nowhere is this perhaps more apparent than in the contact of Europeans with the indigenous civilizations of the Americas. Using Sepulveda's and Las Casas' arguments, how do the two men differ in their views on the civilizational development of the Amerindians? How do these two men differ and how are they similar in their recommendations of how Spaniards should relate with Amerindians? What is Spain's mission in the New World?*

## **RUBRICS:**

**Cluster 4A.1:** *An excellent study guide must satisfy these elements:*

1. Locate within the text and reveal comprehension of ALL the basic concepts, themes and ideas which the targeted questions are eliciting.
2. Clearly convey these basic concepts, themes and ideas in precise and grammatically sound writing.
3. Free of factual errors.

**Cluster 4A.2:** *An excellent response paper must satisfy these elements:*

1. Reveal a sound understanding of the key concepts, themes and ideas which the response paper question is designed to elicit.

2. The analysis is clear and reasonably conforms to the evidence available and provided in the primary document(s) and the secondary text(s). The sources are thoroughly examined, with direct references to the document(s) / text(s).
3. The paper is properly cited according to Turabian/Chicago or MLA in-text citation guidelines and contains a bibliography or a works cited list.
4. The paper is well organized with a logical structure, including a brief introduction and an analysis-driven narrative separated into topical paragraphs. It is free of factual errors.
5. The paper conforms to grammatical standards.
6. The paper is the required length and in the acceptable academic format.

**Cluster 4A.3:** *An excellent interpretive/research paper must satisfy these elements:*

1. The author/s point/s of view, interpretation/s, argument/ is/are clearly stated.
2. The subject of the essay is clearly described.
3. The analysis is clear and reasonably conforms to the evidence available and provided. The sources are thoroughly examined.
4. The paper is well organized with a logical structure having an introduction, a well formed narrative, with topical paragraphs, surveying the essential material reviewed. It is free of factual errors.
5. The paper is properly cited according to Turabian/Chicago guidelines and contains a bibliography.
6. The paper conforms to grammatical standards.
7. The paper is the required length and in the acceptable academic format.

**Cluster 4A.4:** *An excellent examination short essay answer must satisfy these elements:*

1. Thorough comprehension of ALL the basic concepts, themes and ideas which the targeted question is eliciting, clearly conveyed in an analytically-driven response.
2. The ability to support the argument with some references to specific historical evidence (dates, personalities, events, trends, etc.) from specific primary-source documents and/or secondary texts covered in the course.
3. The response is free of factual errors.
4. The paper is reasonably well organized and structured and of reasonable grammatical standards.

**SAMPLE COURSE OUTLINE:** *The schedule for the clustered assignments may vary depending on the specific question posed for each assignment, with the exception of Assignment 4A.3 which will usually be due towards the end of the course.*

**WEEKS 1-7:**

**Renaissance to the “Old Regime”:**

- Dissolution of the Medieval Outlook
- The Renaissance; Humanism
- Reformation
- Wars of Religion
- The Scientific Revolution
- Early European Expansion and Colonization
- The Modern State System
- The Enlightenment
- The “Old Regime”

**Assignment:** Mid-Term Exam Question: Comparing Perspectives on the Amerindians Juan Gines de Sepulveda vs. Bartolome de Las Casas (**Cluster 4A.4**)

**WEEKS 8-14:**

**French Revolution to the Dawn of the Twenty-First Century:**

- French Revolution
- Napoleon and His Wars
- The Industrial Revolution
- Restoration and the Development of “Isms” (Liberalism, Conservatism, Socialism, Nationalism)
- Imperialism, Mass Politics and Technological Advances
- World War I
- Interwar Disorder (Communism, Fascism, and the Retreat of Democracy)
- World War II
- Post-war Communization of the East and the Refashioning of the West
- The Cold War
- The Collapse of the Wall and the Triumph of the West?

**Assignment:** Watch, Discuss and Complete Study Guide to the film, *The Guns of August* (**Cluster 4A.1**)

**Assignment:** Response Paper – Primo Levis’ “Useless Violence” (**Cluster 4A.2**)

**Assignment:** Interpretative/Research Paper Due (**Cluster 4A.3**)