Course Description
This course is a broad-based survey of the history of western civilization from about 1600 to the present. Major topics will include the scientific and intellectual advances of the 17th and 18th centuries; the American and French revolutions and the reign of Napoleon; industrialization and urbanization; cultural developments of the 19th and 20th centuries like romanticism, evolution, Marxism, and modernism; fascism and the world wars; the Cold War; and the challenges and conflicts facing contemporary Europe and America. We will also examine a number of crucial intellectual, political, artistic, and social developments including the rise of centralized nation-states; the spread of democracy; the struggle to guarantee human rights for racial minorities and for women; the use of music, literature and the visual arts to express human concerns; colonialism and empire; and the ever-evolving conflicts between religion and science in secular societies.

Audience and Transferability
HI 132 provides credit in Core 3 of the DCC General Education programs. There are no course prerequisites, although college-level reading and writing skills are required: I encourage anyone who needs extra assistance in those areas to visit the DCC Learning Center. HI 132 transfers as a survey course to all Montana (and most American) colleges, and in most cases fulfills basic core requirements. This class is highly recommended for students pursuing an A.A. or A.S. degree in any of the liberal arts or social sciences, however any student with an interest in the field is more than welcome to attend.

Course Objectives
Upon successful completion of this course, you will
1. know how to distinguish between primary and secondary historical sources and how to integrate them into an historical narrative.
2. improve your ability to use, interpret, evaluate, discuss, and write about historical concepts and documentation.
3. be familiar with the basic philosophical, political, social, religious, and economic ideas and conditions that have shaped the western world.
4. understand the notion of “civilization” and be able to understand the many influences that contribute to a civilization.
5. improve your ability to think critically about the past and to recognize how the world of the present is a product of the experiences and choices of people who preceded us.
6. sharpen your reading, writing, critical thinking, and research skills.
Texts
The required texts for this course are as follows:
  M. Gregory Kendrick, Loretta O’Hanlon and Janice Archer, *Documents of Western Civilization*, Vol. II

Both are available at the DCC bookstore.

Assignments
Reading
Your primary responsibility from day to day will be keeping up with the reading assignments, which are listed on the accompanying schedule. Much of our time will be spent in discussion of these readings, so it is essential that you complete them before coming to class, give them some thought, and be prepared to talk about them. I will give weekly quizzes to make sure you’re doing the reading.

Class Participation
I will supplement the readings with lectures to provide historical background and offer some new (I hope) ways of thinking about the material. I will inevitably do most of the talking during lectures, but I invite you to stop me at any time to ask questions, contribute ideas, or challenge my statements. Attendance is essential, since I will present a great deal of material in lectures that is not available in the textbooks. *Please do not ask me for lecture notes or for summaries of class discussions: you are solely responsible for attending class or for making other arrangements to get the notes.* More than three absences (excused or unexcused) will count against you in your final grade: attendance and your general level of participation will comprise your class participation score.

In addition to regularly preparing the reading assignments and participating in class discussions, you will be required to make one brief presentation to the class. At the end of many lectures, I will provide one or two questions over material I wasn’t able to cover. These will generally be simple, identification-style questions: “Who was Rasputin,” for example, or “What is a Euro?” At some point during the semester, each of you must volunteer to find the answer to one of these questions and to report your findings to the class at our next meeting. Note that there is no fixed due date for this assignment since you will choose when you want to volunteer. There will be a limited number of chances, and I will *not* provide extra questions later in the semester to help those of you who put off this assignment!

Exams
There will be three exams spaced throughout the semester. These will cover the textbook chapters and supplementary readings, though most exam questions will come from lectures and class discussions. The exam questions will be a combination of multiple choice and short answer, and I will usually provide an extra-credit essay question.

  **Make-up Policy:** There will be no make-ups for the exams except in extreme conditions. In order to qualify for a make-up, you must contact me by phone, e-mail, or in person before the exam begins to let me know that you will miss it and why. Please note that *YOU* are responsible for contacting me: notes from coaches or other instructors do not count as sufficient notice. If you miss an exam without contacting me in advance, you will receive a ZERO, regardless of your reason for missing it.

Papers
You will also be required to write two short papers, a film review and a book review. See the Class and Reading Schedule for due dates. I will give you more details on these projects later, but now the requirements for all written assignments: **Papers are due without exception on the stated dates: you will lose a letter grade (10 points) for each class day they are late.** A “page” must be typed and numbered, double-spaced, with a 1-inch margin all the way around, and in 12-point font. If you are unsure how to set your word processor to these specifications, please ask.

I’ll be more than happy to talk to you about your works-in-progress and to review drafts with you. Papers may be rewritten for a better grade, but you must discuss your plans for improvement with me first. Written assignments, including exams, will be graded on the basis of clarity, thoroughness, use of supporting evidence, accuracy, and originality. Using lots of detailed examples is the key to doing well written work.
Grading
Your final grade will be determined as follows:

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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Exams (3 averaged)</td>
<td>50%</td>
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<tr>
<td>Papers (2 averaged)</td>
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<tr>
<td>Quizzes (averaged)</td>
<td>10%</td>
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<tr>
<td>Presentation</td>
<td>5%</td>
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<tr>
<td>Class Participation (attendance and activity)</td>
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Ranges: 100-90% = A 89-80% = B 79-70% = C 69-60% = D 59-0% = F

There will be no curve on final grades, but I will take each student’s overall class participation into account to resolve borderline grades.

Academic Honesty
I encourage you to discuss the course material or project ideas with other students and to study in groups. On written assignments, exams and homework, however, your work must be entirely your own. Cheating or plagiarizing is grounds for automatic failure for any assignment or for the course as a whole. Any time you use another’s words or ideas, either verbatim or paraphrased, you must give them proper acknowledgment. If you are unsure how to document your sources, please feel free to ask me before turning in an assignment. You may also want to take a look at Columbia University’s web site on using and documenting quotations, including those from on-line sources (http://www.columbia.edu/cu/cup/cgos/idx_basic.html).

Notes about ITV
For those of you who have never had a class in an ITV classroom, there are a few things to keep in mind. In-class examples (like musical selections) may not transmit very well over the system, and I ask those of you in the remote classroom to be patient and to please let me know if the quality needs improving. For all of us, the most important thing to remember is that there are actual people at the other end of the microphones. They can hear you whispering, rustling papers, or tapping on the desks!

The system has a tendency to crash – or even to fail to start at all! I won’t hesitate to call for help in getting the equipment back on if it should go off, but this will, unfortunately, use up some of our class time. If we lose our connection, rest assured that I’m doing everything I can to get it back. Please be patient and wait at least 15 minutes before leaving the classroom. If, after 15 minutes, you still can’t see or hear me, call it a day – but all assignments and readings will still be due on the dates in the class schedule.
Class and Reading Schedule
HI 132: Western Civilization from 1600 to the Present
Spring 2004

Key
WC: Jackson Spielvogel, Western Civilization, v. II (numbers refer to chapters)
DWC: Kendrick, O’Hanlon, and Archer, Documents of Western Civilization, vol. II (numbers refer to units)

Introductions
W 1/14 Syllabus/Course Introduction
F 1/16 Group Exercise: Historical Sources
M 1/19 No Class – Martin Luther King Jr. Day

The European States
W 1/21 France: Absolutism and the Divine Right of Kings
   Read: WC ch. 15: pp. 400-401, 408-424; DWC unit 36
F 1/23 England: Revolution, Restoration, and More Revolution
   Read: WC ch. 15: pp. 424-36; DWC unit 37

Science and Enlightenment
M 1/26 A New Heaven
   Read: WC 16:438-53; DWC 38
W 1/28 A New Earth
   Read: WC 16:453-61
F 1/30 The Enlightenment
   Read: WC 17:463-476; DWC 39
M 2/2 Music of the Enlightenment
   Read: WC 17:476-489

Age of Political Revolution
W 2/4 The American Revolution
   Read: WC 18:491-520, 19:522-25; Handout: The Declaration of Independence
F 2/6 Liberté, Égalité, Fraternité: The French Revolution, Part 1
   Read: WC 19:526-44; DWC 40 (Campan, Young), 43, 44
M 2/9 Liberté, Égalité, Fraternité: The French Revolution, Part 2
W 2/11 Napoleon
   Read: WC 19:544-51; DWC 45
F 2/13 Exam 1
M 2/16 No Class – Holiday

The Industrial Revolution
W 2/18 Industrial Revolution in England
   Read: WC 20:552-65; DWC 46
F 2/20 Social Effects of Industrialization
   Read: WC 20:566-77
### Conservatives and Liberals

**M 2/23**  
The Conservative Backlash  
*Read: WC 21:579-593; DWC 47*  
*Due: Paper 1 (Film Review)*

**W 2/25**  
Revolution and Reform  
*Read: WC 21:593-603; DWC 48-49*

**F 2/27**  
Romanticism in the Arts  
*Read: WC 21:603-609; DWC 50*

### New Nations and New Ideas

**M 3/1**  
The Tide of Nationalism  
*Read: WC 22:611-29*

**W 3/3**  
Marx and Marxism  
*Read: WC 22:629-33; DWC 51 (Marx)*

**F 3/5**  
Darwin and the Age of Realism  
*Read: WC 22:633-40; DWC 51 (Darwin)*

### City Lights and Modern Times

**M 3/8**  
Industry and the City  
*Read: WC 23:642-51; DWC 52*

**W 3/10**  
Mass Society and the Urban Classes  
*Read: WC 23:651-70*

**F 3/12**  
Women’s Rights and Roles  
*Read: DWC 53*

### Le Sacre du Printemps (The Rites of Spring)

**M 3/15**  
No Class – Spring Break

**W 3/17**  
No Class – Spring Break

**F 3/19**  
No Class – Spring Break

### Modernity in Life and Art

**M 3/22**  
The Rise of Modernity  
*Read: WC 24:672-82*

**W 3/24**  
Culture of Modernity  
*Read: WC 24:682-705*

**F 3/26**  
Exam 2

### The “Great War” and the “People’s Revolution”

**M 3/29**  
What Caused World War I?  
*Read: WC 25:707-26; DWC 54*

**W 3/31**  
The Russian Revolution  
*Read: WC 25:726-33*

**F 4/2**  
The Treaty of Versailles  
*Read: WC 25:733-37; DWC 55*
Europe Between the Wars

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<tr>
<td>M 4/5</td>
<td>Totalitarian States</td>
<td>WC 26:739-62</td>
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<td>W 4/7</td>
<td>Triumph of the Will and Nazi Propaganda</td>
<td>DWC 56</td>
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<td>F 4/9</td>
<td>No Class – Holiday</td>
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<td>M 4/12</td>
<td>No Class – Holiday</td>
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<td>F 4/16</td>
<td>Art and Culture of the 20s and 30s</td>
<td>WC 26:762-69</td>
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World War and its Aftermath

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<tr>
<td>W 4/14</td>
<td>World War, World Peace</td>
<td>WC 27:771-801; DWC 57</td>
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<td>M 4/19</td>
<td>The Holocaust</td>
<td>DWC 58</td>
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<td>W 4/21</td>
<td>The Cold War: Confrontation of the Superpowers</td>
<td>WC 28:803-25; DWC 59</td>
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<td>F 4/23</td>
<td>Postwar Europe</td>
<td>WC 28:826-34</td>
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The Europe of Today

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<tr>
<td>M 4/26</td>
<td>The Wall Comes Down</td>
<td>WC 29:835-53</td>
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<td>W 4/28</td>
<td>Contemporary Arts and Culture</td>
<td>WC 29:858-67</td>
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<td>F 4/30</td>
<td>A New World Order</td>
<td>WC 29:853-57</td>
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<td>M 5/3</td>
<td>September 11, 2001</td>
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<td>W 5/5</td>
<td>Historical Perspective: Taking the “Long View”</td>
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<td>F 5/7</td>
<td>Exam 3</td>
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