

History 113: Western Civilization

Dr. David Foster

Spring 2005

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Office Hours: Monday, 11-12AM, Thursday 1:45-3PM, or by Appointment

COURSE OBJECTIVES

Historical reasoning is the ability to interpret human events that occurred in the past. Faced with the variety and complexity of past human life, as well as with contradictory, incomplete, or even missing information, the historical thinker evaluates the forces both of continuity and change in a given political and social order or in a succession of such orders. This ability is useful in several ways. It trains the mind to interpret human events, past as well as present, and it is no accident that some of the most prescient thinkers and statesmen have been close students of history. Historical reasoning can also help us to know ourselves, the essential goal of any thoughtful human being. It does this both by making us more fully conscious of our political, cultural, and moral inheritances and by making us aware of our limitations by displaying possibilities and human types which are not now present in the world or are not otherwise readily available to the student.

This section of Western Civilization will examine the pursuit by men and women in the Western world of freedom or emancipation. Beginning with the Reformation in the 16th Century and ending with World War II, we shall consider, in historical context, how the desire for freedom or emancipation has transformed religion, politics, economics, and society.

REQUIRED TEXTS:

Walther Kirchner, Western Civilization From 1500

Alexander Solzhenitsyn, A World Split Apart

Adam Smith, "Selections from an Inquiry into ... the Wealth of Nations" (on reserve in the library)

Readings from Luther, Galileo, Condorcet, Kant etc., on reserve. Ask for the file labeled "Western Civilization"

Other readings to be handed out in class or put on reserve at a later date.

THE STUDENT'S DUTIES IN THIS CLASS

Attendance is required and you are expected to attend all class meetings **having read the assigned texts carefully and prepared to discuss them.** The grade you receive reflects my judgment of how well you know and understand the material covered in this class. If you miss a lot of classes, it becomes difficult or impossible for me to make that judgment. Therefore, a record of unexcused absences from class may reduce your final grade by up to two whole grade points (for example, from an A to a C). Attendance will

also influence my decision on borderline grades (for example, if your grade falls between a B and a B+).

Participation. From time to time I will ask you to do some small task for the class. These tasks will not be graded, but they must be done to complete the course; they will be considered part of your attendance in the class (see above).

This course uses two types of readings: a textbook and primary source documents. The textbook provides a basic background of narrative history. The primary texts give us deeper insights into the thought of historical actors or articulate ideas that had important historical consequences: to figure out what happened, why, and what it means, we must wrestle with the primary texts ourselves. Many of our class meetings will involve discussions of these sources. On the basis of your study of them, you are expected to make informed and thoughtful contributions to our discussions. This may take the form of questions about, comments on, or objections to the readings or to opinions about them expressed in the class.

Quizzes. Over the course of the term you will be asked to do a number of quick, short-answer quizzes designed to test your knowledge and comprehension of the readings for the day. There will be no makeup quizzes.

Essays. You will be asked to write two essays; details and topics will be provided at a later date in class. Please note that **I DO NOT ACCEPT LATE ESSAYS** unless an arrangement has been made in advance or there is a very good reason, such as severe illness, death in the family, and so on. Unexcused late essays will receive a grade of “F”.

Plagiarism is presenting someone else’s words or ideas as your own work. Plagiarism is a form of intellectual dishonesty; it will result in an “F” for the assignment and may result in an “F” for the course. In addition, all instances of plagiarism are reported to the registrar’s office. You should study the statement on academic honesty in the AU Student Handbook. I will strictly apply the policy stated there. If you are in doubt as to what constitutes plagiarism or how properly to document a source, consult with me in advance or turning in your essays.

SUMMARY:

In-class contribution	10%
Midterm Test	20%
First Essay	20%
Second Essay	25%
Final Exam	25%

Week 1: Introduction

JANUARY

- 10 Introduction
- 12 On reading and using historical sources (Handout)
- 14 Review of Western Civilization to 1500: Kirchner, Chapters 1 &2 (K 1&2)

Class Schedule for History 113A/B

Week 1: Introduction

JANUARY

- 10 Introduction
12 On reading and using historical sources (Handout)
14 Review of Western Civilization to 1500: Kirchner, Chapters 1 &2 (K 1&2)

Week 2

- 17 **MLK Day: no class**
19 K 3&4
21 The Protestant Reformation, K 5 (Timeline due)

Week 3

- 24 "Papal Documents", (Handout)
26 Luther, "To the Christian Nobility", #1 in "Western Civilization" (Reserve)
28 Luther, "Temporal Authority", #1 in "Western Civilization"

Week 4

- 31 The Counter-Reformation: Ignatius Loyola, "Spiritual Exercises" and "Council of Trent", # 3 in "Western Civilization"

FEBRUARY

- 2 K 6
4 Edict of Nantes (Handout)

Week 5

- 7 K7
9 Divine Right, Absolutism, and Louis XIV. K 8
11 Revocation of the Edict of Nantes, www.fordham.edu/halsall/mod/1685revocation.html

Week 6:

- 14 The Glorious Revolution and English Constitutionalism. K 8
16 Scientific Revolution: Copernicus, Bellarmine, and Galileo (Handout)
18 Bacon, #4 in "Western Civilization"

Week 7

- 21 Descartes, #4 in "Western Civilization"
23 The Enlightenment. K 9
25 Condorcet on progress, #5 in "Western Civilization"

Week 8

- 28 Condorcet, ctd.

MARCH

- 2 TBA
4 **Midterm Test**

SPRING BREAK (March 7-13)

Week 9

- 14 The French Revolution. K 10
16&18 Burke on the French Revolution, #7 in "Western Civilization"

Week 10

- 21&23 Economic and Industrial Revolution and its consequences. K 13, pp. 163-167; Adam Smith, "Selections from an Inquiry into the ...Wealth of Nations" (Reserve)

EASTER BREAK: March 25-28

Week 11

- 28 K 16 and K17, pp. 213-220.
30 K 18

APRIL

- 1 The Road to WWI. K 19

Week 12

- 4 WWI. K 20, pp. 265-271
6 Peace of Versailles and its consequences. K 20, pp. 271-275
8 Revolution in Russia. K 20, pp. 276-279

Week 13

- 11 The Road to WWII: K 21. Stalin and Soviet Totalitarianism

- 13 Stalin, Kopolev, etc., #1 in "Soviet Union" (Reserve)
15 "Crimes of Communism", #2 in "Soviet Union" (Reserve)

Week 14

- 18 The Road to WWII. K 22, pp. 299-312: The Great Depression, Hitler's rise to Power
20 WWII. K 22, pp. 311-319
22 The Cold War and other Consequences of WWII. K 23

Week 15

- 25-29 Conclusion: Solzhenitsyn, "A World Split Apart"

Final Exams: May 2-5