

HIST 118.01: Civilizations II

Professor: Dr. Mark Cullum or Dr. Kelly Elliott

Office: Admin 324

Contact:

Office Hours: MWF 8:30-9:00, 10-11

Spring 2012

Admin 321

T R 8:00-9:20

TR 11:30-noon and by appointment

Course Description: This course provides a survey of the social, economic, religious, political, and aesthetic activities of human civilizations from c. 1400 to the present, with particular emphasis on worldviews and the development of cultures over time. The course explores major themes such as the creation of the state, exploration and colonization, slavery and the Atlantic economy, social and political revolution, imperialism, cultural interaction and conflict, modernity, and post-modernity. Lecture, discussion, and course readings from primary and secondary documents will illustrate these themes in order to paint the larger picture of modern history and worldviews.

Purpose of this course: To promote global citizenship, historical curiosity and cultural sensitivity. By examining the historic underpinnings of our own civilization, this course should deepen our understanding of ourselves and our way of looking at the world. Students should emerge with a greater sensitivity to both historic and contemporary diversities of culture and worldview.

Student Learning Outcomes/Competencies: This course seeks not only to communicate facts, but also to cultivate knowledge of chronology, trends, themes, and connections that will help students build a holistic understanding of human civilizations. Upon completion of the course, successful students will be able to describe the trajectory of history from 1450 to the present, analyze and evaluate primary source material related to course themes, and compare and contrast various worldviews.

Students will learn to relate historic worldviews to their own understandings of the world and their place in it. Students will demonstrate the capacity to identify their own cultural patterns, compare and contrast them with others, and adapt to other ways of being. The course requires critical thinking, analysis, and use of writing skills. The coursework also seeks to foster a historical perspective in students, that is, an understanding of and appreciation for the worldviews of the past, and an ability to relate that knowledge to the present.

What I expect of you: This course is designed for entry-level students and may be used to satisfy Core requirements. It is recommended, but not required, that students take HIST 117 (Civilizations I) before taking this course. Students should come to class on time, prepared, and ready to think through the full class period. Be ready to ask questions and participate in discussion, if appropriate. Apply yourself thoughtfully to your assignments, and turn them in on time. If you are engaged with the material, the professor, and your classmates, we will all get more out of the class. All students must regularly check their ACU email accounts.

What you may expect of me: I will come to class prepared to make the coursework as clear and as interesting as I can. I will listen willingly to suggestions or comments on the course, when appropriate. I will start class on time and let you out on time. I will endeavor to return your assignments to you with thoughtful, helpful comments on them, and in a timely manner. As well, I will always be available to assist you in any way that I can. Email is the best way to reach me. I am always glad to meet with you during office hours or by appointment.

Christian Perspective: This course is taught from a perspective of Christian faith. Students at Abilene Christian University should be able to interrogate their own views of history and the role religion has played in it. In this course, emphasis on worldview will help students understand and compare human religiosity in different times and places, and compare their own faith to that of past cultures. In particular, this class includes discussion of the relationship between the church and the modern world, and seeks to promote students' sensitivity to the rich, varied history of the Christian faith. As the professor, I will always try to be transparent about my own understanding of faith and how history informs that.

I will be happy to meet with students to discuss issues of faith and ethics, church, plans for jobs, internships, or graduate school, or other topics. I am also glad to meet with students to fill in holes in notes or to clarify confusing material, or to look over rough drafts of papers or projects.

"Come now, let us reason together," says the Lord. Isaiah 1:18

Required texts:

The West: Encounters and Transformations by Brian Levack, Edward Muir, and Meredith Veldman, volume 2: since 1550 (packaged with online access to MyHistoryLab)

Additional primary sources will be available online through MyHistoryLab. Our class ID for the Pearson MyHistoryLab is [cm653056](#).

Several scholarly articles may be available on Blackboard. Students should read each of these articles by the day listed on the syllabus for discussion of that article.

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

Grading/Exams: Grades are reflective of your ability to master the material presented in lecture, discussion, and assigned readings. We will have two examinations. The first will be at mid-term and will cover all material from the first half of the course. The majority of the second, final exam will cover the second half of the course, but it will also include cumulative essay questions.

Assignments: Two major projects are required in this course. The first, a paper that will address questions and themes raised in Randy Sparks' monograph *Two Princes of Calabar*, is a formal writing assignment to be completed individually. The second, a primary source presentation and discussion, is a formal presentation to be given by a group of students.

Two Princes of Calabar Response Paper: Each student will write a paper based on Randy Sparks' monograph *Two Princes of Calabar*. Plagiarism will not be tolerated. A detailed prompt will be provided for this assignment in class. The paper will be 1000 words in length, and is worth 250 points. Students must turn in a hard copy of the paper to receive a grade. Papers turned in more than two weeks after the due date will not be accepted, except in extenuating circumstances to be determined at the discretion of the professor.

Primary source presentation and discussion: Students will be assigned to groups during the first week of class. Each of these groups will be responsible for giving a presentation on their primary sources, and for leading discussion of the sources with the rest of the class. The presentation/discussion is worth 200 points. A detailed prompt for this assignment will be available on Blackboard.

Breakdown of grading, for 1000 total points:

100 points attendance *and participation in discussion*

250 points *Two Princes of Calabar* paper

200 points primary source presentation/discussion

450 points exams (200 midterm, 250 final)

Final grades for the course will be based on the percentage of points earned out of total possible points. Students may check their grades on Blackboard throughout the semester.

Grade scale:

A = 100-90 B = 80-89 C = 70-79 D = 60-69 F = 59 and below

No extra credit is offered in this course.

Course Policies:

Attendance/Participation: Attendance will be taken on a daily basis, and **students who miss more than 6 classes (20% of the course in a T/R class) will be dropped with a grade of F**. Three tardies constitute one absence. In-class discussion is a major component of this course. *Be advised that students who do not participate in discussion, or who fail to contribute substantively to discussion, will also lose participation points* (e.g., "I agree with what Sara said," or "it was boring," is not a substantive contribution.) Please be aware that the participation section of your grade is based on my observation, throughout the semester, of your attendance, contribution to discussion, and overall

engagement in the class. Reading quizzes may be given over assigned texts; these points also go towards the participation grade.

Habitual talking, reading of outside materials, texting, and/or internet surfing will result in loss of participation points. iPhones and iPods should never appear in class unless the professor expressly asks students to use them. This includes note taking. Please take notes on paper or on a laptop; iPhones should not be used for this purpose.

Make-ups and late work: Tests may be made up for documented excused absences. **Late assignments/projects will receive a 10-point deduction per school day for each day they are late.** Assignments turned in on the due date, but after the class period, will be considered one day late. Papers turned in the day after the due date will be considered two days late, and so on. *No assignments will be accepted more than two weeks after the due date*, except under documented circumstances or at the professor's discretion.

Academic Integrity: Presenting someone else's work as your own, whether intentionally or not, is plagiarism. Plagiarism includes, but is not limited to, the following:

Intentional or unintentional failure to give credit to sources used in a work in an attempt to present the work as one's own.

Submitting for credit in whole or in part the work of others.

Submission of paper(s) or project(s) obtained from any source, such as a research service or a club paper file, as one's own.

Plagiarism will result in a zero on the assignment and/or an F in the course. See the full university policy on plagiarism at <http://www.acu.edu/campusoffices/provost>).

Students with disabilities should provide proper documentation through Student Disability Services. SDS assists students with disabilities in obtaining appropriate academic accommodations.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction

Tuesday 17 January – Introduction to course and each other; Worldview and the Modern

Thursday 19 January – 16th c. Europe: Reformation and Counter-Reformation

Read: *The West*, 2-9, chapter 15

Week 2: Early Western Colonialism

Tuesday 24 January – Expansion and discovery; discuss Crosby article

Thursday 26 January – Comparison: Conquest and New World Empires; discuss document

Read: Crosby, “The Columbian Exchange,” *The West* chapter 16; online WC History Bookshelf “Brief Account of the Devastation of the Indies,” Bartoleme de las Casas, Preface, The Cruelties of the Spaniards Committed in America, and Of New Spain

Week 3: State-building, Expansion, and War

Tuesday 31 January – State-building and Religious Warfare; discuss documents

Thursday 2 February – Relationships between West and East: Ottomans, Mughals, and the Western Vanguard in India

Read: *The West* chapter 18; MyHistoryLab (MHL) documents Edict of Nantes; Thirty Years War (1618) Rushworth; Peace of Westphalia, 1648

Week 4: Changes in the Western Worldview

Tuesday 7 February – The Scientific Revolution; discuss documents

Thursday 9 February – The Enlightenment

Read: *The West* chapter 17 and 19; MHL documents Francis Bacon, from *Novum Organum*; William Harvey, *Address to the Royal College of Physicians*

Week 5: Consequences of Enlightenment

Tuesday 14 February – Enlightenment’s ramifications for religious belief; discuss documents

Thursday 16 February – Political Developments: “Enlightened” Absolutism and the Dutch and English Exceptions

Read: *The Two Princes of Calabar*, first half; MHL documents Denis Diderot, Preliminary Discourse from the Encyclopedia; Voltaire on the Relation of Church and State; John Locke, *Essay Concerning Human Understanding*

Week 6: The Atlantic World

Tuesday 21 February – Slavery and the Plantation Complex; discuss documents

Thursday 23 February –discuss *Two Princes of Calabar*

Read: *The Two Princes of Calabar*, second half; MHL documents Bryan Edwards, “Observations on the Maroon Negroes of the Island of Jamaica;” King Louis XIV, “The Code Noir”

Due in class Thursday 23 February: *Two Princes of Calabar* Paper

Week 7: Age of Revolution

Tuesday 28 February – The American Revolution; discuss documents

Thursday 1 March – The French and Haitian Revolutions and Napoleonic Europe

Read: *The West* chapter 20; MHL documents Thomas Paine, “Common Sense;” The Declaration of Independence

Week 8: Re-making Europe after Napoleon

Tuesday 6 March– The Concert of Europe

Thursday 8 March – MIDTERM EXAM

Read: no reading this week

SPRING BREAK

Week 9: Social, Economic, and Political Change in the Nineteenth Century

Tuesday 20 March – Industrialization and Social Change; discuss documents

Thursday 22 March – Political Ideologies and Revolutions

Read: *The West* chapter 21; MHL documents A Luddite pamphlet; Parliamentary report on English female miners; David Ricardo, On Wages

Week 10: Nationalism and Mass Politics

Tuesday 27 March – Nationalism and Unification; discuss documents (Chartist, Mazzini)

Thursday 29 March – Mass Politics and Women's Suffrage at the Turn of the Century; discuss documents (Mill, Seneca Falls)

Read: *The West* chapter 22 and 23; MHL documents Chartist Movement: The People's Petition; Joseph Mazzini, *The Life and Writings of Joseph Mazzini*; Mill, The Subjection of Women; The Seneca Falls Convention

Week 11: Empire and Uncertainty

Tuesday 3 April –Imperialism in the Late Nineteenth Century; discuss documents

Thursday 5 April – Challenges to Modernist Confidence

Read: *The West* chapter 24; MHL documents *Comic Dialogue*, Amrita Lal Roy, *English Rule in India*

Week 12: The End of Innocence

Tuesday 10 April –The Great War and the End of Modernist Optimism; discuss documents

Thursday 12 April –The Failed Versailles Peace and the Interwar Years

Read: *The West* chapter 25 and 26; MHL documents “The Murder of Archduke Franz Ferdinand;” “A Turkish Officer Describes the Armenian Massacres”

Week 13: Another World War

Tuesday 17 April – Fascism and Appeasement; discuss documents

Thursday 19 April – WWII

Read: *The West* chapter 27; MHL documents Mussolini, “The Political and Social Doctrine of Fascism;” Gertrud Scholtz-Klink “Speech to the Nazi Women's Organization

Week 14: The West during the Cold War

Tuesday 24 April – The Soviet Union and Its Satellites; discuss documents

Thursday 26 April – Western Europe and the U.S. in the Postwar Era

Read: *The West* chapter 28; MHL documents Stalin, excerpts from “Soviet Victory” speech; Khrushchev, Speech to the Twenty-Second Congress of the Communist Party

Week 15: The End of the Cold War and a New “Western” Identity

Tuesday 1 May– The Fall of the Iron Curtain

Thursday 3 May –Globalization and Terror; discuss documents

Read: *The West* chapter 29; MHL documents European Criticism of American Environmental Policies; Pope John Paul II, from *Centesimus Annus*

Final Exam: Thursday 10 May, 8-10am. Please note that the Registrar determines the final exam date and time. Final exams may not be taken at another time unless approved by the Registrar's office.