

History 101: Making the Modern World (Western Civilization since 1648)
Spring, 2019 (CRN 15358)
John Abbott (email: JAbbot1@uic.edu)

Office Hours: 10-10:50am M/W/F (or by appt.)

Room 1015, University Hall

Teaching Ass'ts: Jose Ramirez (jramir94@uic.edu) & Beth MacFayden (emcfay2@uic.edu)

Course description

History 101 offers a broad survey of Western (mostly European) history from the Wars of Religion of the seventeenth century to the World Wars of the twentieth. We focus on the social trends, political conflicts and intellectual quarrels across these years, placing special emphasis on the scientific, political and industrial revolutions that helped forge and define our modern world. Lectures and our class textbook will provide the overall storyline and contexts to this journey; the heart of this course lies in our critical engagement with the documentary record left by the historical actors themselves, as they acted and commented upon their times.

Required Readings

Thomas Noble et al, *Western Civilization: Beyond Boundaries, Volume II* (Cengage Advantage version, 7th Edition)

Course Documentary Reader (available in three pdf files, see Course Documents at Blackboard site, <https://uic.blackboard.com>)

Class Requirements

a) A **weekly response paper**, based on the assigned readings from your Documentary Reader, to be turned in at the beginning of most Friday discussion sessions, as indicated in Course Schedule below. Response papers need not be long. One-and-a-half to two pages, double-spaced with honest margins and fonts should suffice. And they do *not* require additional research. Your papers should however demonstrate that you have read and thought about the course materials we will be discussing that day. Guidelines for these assignments will be posted every week on Blackboard under Assignments.

b) **Classroom participation** counts, especially in our weekly discussion sessions. Participation requires attendance, of course, and I expect your presence in every class (attendance will be kept). More than two unexcused absences during the semester could well cut into your grade.

c) **Three examinations** (including the final exam), consisting of multiple choice, short answer (identifications) and longer essay questions. Exam guidelines will be provided roughly one week before each examination.

Your final grade will be determined on the following basis:

Response papers	20%
Classroom participation	20%
Three exams, at 20% each	60%

Course Policies

- a) *No phones* out during class (not negotiable). In those cases where students use laptops for purposes unrelated to class, they will be asked (once only) to put these away.
- b) *Make-up exams* will be allowed only when you can produce a valid (written) excuse.
- c) *Incompletes* will only be considered in cases where the student has completed all the work up to the final exam, but cannot take the final for a valid reason.
- d) *Plagiarism* in any form will be dealt with harshly. Recycling papers from the internet or elsewhere, copying other students' work, or cutting-and-pasting from other sources will be punished to the fullest extent of university policy. Count on this.
- e) *Classroom citizenship*. Classroom behavior is one of many factors determining your final participation grade. Showing up prepared, answering or asking questions, taking notes and paying attention – these will be appreciated and duly noted. On the other side of the ledger: consistently showing up late, talking during class, using laptops for purposes other than note-taking and other disruptive behavior will also be duly noted. A special category in hell is reserved for those students who come to class, sign the attendance sheet, and then walk out. You really don't want to call that kind of attention to yourself.
- f) *Religious holidays*. In those instances when classroom schedules conflict with religious holidays, students should provide us advance notification of their absence. We will in turn make every effort to honor these requests and make necessary accommodations.
- g) *Disability accommodations*. We are committed to working with the Disability Resource Center in ensuring a barrier-free environment to all students at UIC. Please let us know as early as possible in the semester as to what accommodations are required.
- h) *Know your rights*. UIC is devoted to the principles of academic freedom, equality of opportunity and human dignity. Freedom from discrimination for both students and employees is central to our academic mission. Students are encouraged to study UIC's policies and procedures pertaining to these issues, accessible at the web pages of the Office of Access and Equity (go to <http://oae.uic.edu/>).

Weekly Class Schedule

Monday & Wednesday Lectures, denoted by a) & b) below, are held

9-9:50am in LC C6

Friday Discussion Sections, denoted by c) below, are held at

8-8:50am, in Lincoln Hall, 320

9-9:50am, in ETMSW 2217 & 2219

Course Schedule

Week 1: Early Modern Europe

- a) Introduction: History, civilization and the West
- b) War and crisis in 17th century Europe. Reading, Noble, 451-60 (wars of religion)
- c) Discussion: Peninsulas, rivers, seas & mountains in the making of Europe

Week 2: Cross-wiring Politics and Religion

- a) *No Class (Martin Luther King, Jr. Day)*
- b) A Tale of Two Kingdoms: Spain and England. Noble, 434-51; 477-82
- c) Discussion: Political theory & Royal Absolutism. Documentary Reader (DR): James I, Bossuet, Hobbes readings; **first response paper due**

Week 3: The Century of Genius

- a) France and the Sun King. Noble, 469-77 (Louis XIV and Royal Absolutism)
- b) Science, Society and Religion in the Seventeenth Century. Noble, 501-27
- c) Discussion: The Scientific Revolution. DR: Galileo, Newton readings; **response paper due**

Week 4: New Horizons

- a) An Age of Enlightenment? Noble, 530-40 (human reason and the public sphere)
- b) Emerging Powers: Prussia and Russia. Noble, 482-89; 540-48 (soldiers, serfs and state)
- c) Discuss: What was Enlightenment? DR: Kant, Locke, Voltaire, Coffeehouses; **response paper**

Week 5: “The Most Astonishing Thing”: France in Revolution

- a) Crisis and Revolution. Noble, 563-71 (opening phases); DR: Sieyès, *What is the Third Estate?*
- b) War, Democracy and Terror. Noble, 572-79 (from radical democracy to elite resurgence)
- c) Discussion: What was revolutionary about the Revolution? DR: Declaration of Rights, Slave Trade Abolition, Petition of Jews, Wollstonecraft; **response paper**

Week 6: “World History on Horseback”: the Age of Napoleon

- a) **First exam** (covering weeks 1 through 5)
- b) Napoleon and Europe. Noble, 579-92; DR selections from Napoleon
- c) Discussion: Conservatism, Liberalism, Republicanism, Nationalism. Noble, 624-31; DR: Metternich, Burke, Guizot, Herder, Mazzini. **No papers this week**

Week 7: Middle Classes, Working Classes

- a) Industrial Revolution. Noble, 594-615 (economics, culture and social consequences)
- b) Restoration, Reform, and Revolt. Noble, 618-24; 634-41 (Metternich’s Europe)
- c) Discussion: Debates over Industrialization. DR: Child Labor, Ure, Smiles; **response paper**

Week 8: The New Realism

- a) Generous hopes, bitter defeat: Revolutions of 1848. Noble, 641-47
- b) Nationalism transformed: Italian and German unification. Noble, 649-60

- c) Discussion: Socialists, Marxists, Workers. Noble, 631-34; DR: Marx & Engels, Hobhouse; **response paper**

Week 9: The Power of Nations

- a) An Age of Optimism. Noble, 667-78 (the “Second Industrial Revolution”)
b) The New Imperialism. Noble, 702-16 (Europe & the world)
c) Discussion: Imperialism, Race & Power. DR: Rhodes, Chamberlain, Pearson; **response paper**

Week 10: The War to End All Wars

- a) Europe on the eve of war. Noble, 716-29 (what goes around comes around)
b) From euphoria to exhaustion. Noble, 731-42 (to arms! early phases of the war)
c) Discussion: War as experience and as popular memory. Noble, 761-62; DR: Treitschke, Kreisler; **quiz in lieu of response paper**

Week 11: Spring Break!

Week 12: Collapse and Revolution

- a) **Second Exam** (weeks 6-10)
b) Russia in Revolution. Noble, 742-47 (from Revolution to Civil War, 1917-21)
c) Discussion: Ending the war, containing revolution. Noble, 747-62; DR: Wilson, Clemenceau. **Classroom exercise in lieu of response paper**

Week 13: Democracy in Crisis

- a) Europe at the crossroads. Noble, 765-69; 777-92 (democracy & its discontents)
b) Italian Fascism and German National Socialism. Noble, 773-77; 804-12
c) Discussion: German National Socialism. DR: Mussolini, Hitler readings; **response paper**

Week 14: Depression and World Crisis

- a) Germany and Europe in the 1930s. Noble, 812-22 (rehabilitating war)
b) Soviet Union from Lenin to Stalin. Noble, 768-73; 800-804 (Stalin takes command)
c) Discussion: The Stalin Revolution. DR, Lenin, Stalin, Grossman, Kopelev, Ode to Stalin, Yevtushenko; **response paper**

Week 15: World War Two and the World it Made

- a) Road to War. Noble, 834-37 (rude awakenings)
b) From European to Global War. Noble, 830-34; 839-44 (the tide turns against Hitler)
c) Discussion: Collaboration and Resistance in Nazi-occupied Europe. DR, Einsatzgruppen, Reichenau & Blaskowitz (pp. 23-27). **Short quiz in lieu of response paper**

Week 16: Legacies

- a) The Holocaust. Noble, 834-37 DR, pp. 28-34
b) From hot war to Cold War: the European arena. Noble, 844-56 (the US. & Soviet Union)
c) Discussion: Cold War, Globalization & the meaning of “the West” today. **Final response papers due**

Final Exam: date and time to be announced