

History 101: Making the Modern World

(a/k/a Western Civilization since 1648)

Summer 2019

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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.

Assigned Readings

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

Course Documentary Reader (available in pdf format under “Course Materials” at Blackboard).

Class Requirements

1) *A weekly response paper*, based on the assigned readings from your Documentary Reader, to be submitted on-line every Monday (see Course Schedule below). Response papers need not be long (one-and-a-half to two pages, double-spaced with honest margins and fonts will do), and do *not* require additional research; they should demonstrate that you have read and thought about the *assigned* readings for that week. Guidelines for these will be posted under Assignments at Blackboard.

2) *Classroom participation*. Student participation is crucial to this course. As your tour guide through distant centuries and far-off lands, I have tried to provide you with meaningful generalizations about our course materials. But history is often tangled and complex, and doesn't always gracefully yield to simplification. As you work your way through the textbook and course lectures, it is my hope that you will be provoked to raise questions or ask for clarification or even (occasionally) be moved to disagreement. This class works best, in other words, when we engage in dialogue with one another (instead of your merely absorbing, as passive recipients, the contents of my lectures and the textbook). For these reasons, I've established three venues intended to promote a more interactive, interrogative approach: quizzes, discussion forums and a class question board.

a) *Quizzes*. These are intended to measure comprehension of lecture materials. Quizzes will

be given at our course Blackboard site each week; each will consist of ten multiple choice questions addressing the materials from my lectures from that week.

- b) *Discussion Forums*. These come due every Friday; prompts will be provided at the Discussion Board heading at Blackboard. We ask that you respond to the prompts first by entering your own thoughts (a short paragraph should suffice), then by commenting upon the entries of *two* other students.
- c) *Class Question Board*. Current technology does not allow students to raise questions while viewing classroom lectures, which leaves us with the next best option, using the Discussion Board at Blackboard to raise questions of the materials. I will review that site every week and provide answers wherever possible. We expect that some questions may involve fairly simple points of clarification, while others might touch on issues of greater complexity. We welcome any and all such inquiries. Remember: if something is not clear to you, it most likely isn't clear to other students as well. In posing questions, you are helping to make this an optimal learning experience for everyone concerned, and contributions of this sort will be noted and appreciated.

3) *Two examinations* (midterm and final), mainly consisting of short answer (identifications) and longer essay questions. Details will be announced as those dates draw near.

Your final grade will be determined on the following basis:

Response papers	30%
Participation	20%
Two exams, at 25% each	50%

Course policies

a) Class schedule and deadlines. One advantage of on-line courses is that they allow students to arrange their own schedules, so as to accommodate work and other obligations. One potential drawback is that, without clear benchmarks and deadlines, students will fall behind and find it difficult to catch up. For this reason, we have incorporated into our Course Schedule specific deadlines for submitted work. For the most part, these deadlines are set on a weekly basis (e.g. submitting quizzes prior to each Friday midnight, turning in response papers every Sunday night). Let's be honest: we cover a great deal of material in this eight-week summer format, and the best (only) way to handle these materials is through consistent, regular effort. Moreover, certain course activities (the Discussion Board, for example) require that we all remain, as much as possible, on the same schedule, addressing course themes and topics in dialogue with one another. We have established those deadlines with these aims in mind. You are expected to turn in work on time; failure to do so without adequate excuse will cut into your course grade.

b) 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.

c) *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 (down to sentences and even phrases) will be punished to the fullest extent of university policy. Count on this.

d) *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/>).

History 101, Summer Schedule

Note: there are three weekly deadlines you need to observe:

- A) Response papers are due by the end of every Monday;*
- B) Discussion Board comments must be entered by Friday noon; and*
- C) Quizzes must be completed by Friday midnight*

Additional note: in negotiating your way through the streaming lectures and PowerPoint posted at Blackboard, please follow this system: week.1.class.1 corresponds to the first lecture of the first week (identified below as M, for Monday); week.1.class.2 corresponds to the second lecture (identified as W for Wednesday), and so on.

Finally: June 21 (Friday of week one) marks your last day to drop this course via XE Registration without receiving a "W" (Withdrawn) grade on your academic record.

Week 1: Playing with Fire: Politics and Religion in Early Modern Europe

- M 1) Introduction: syllabus and course mechanics. Please look closely over these materials at the beginning of the week!
- 2) Introduction: what is history, what (and where) is Western Civilization?
- W 3) Early Modern Europe: the Power of Kings. **Note:** your textbook provides little general introduction to our story, making this lecture all the more important in establishing the political background to all that follows in this semester.
- 4) Crisis, War and Transformation. Noble, pp. 457-60 (wars of religion)
- F 5) Forging a kingdom with cross and sword: Spain. Noble, 433-41
- 6) Parliament and Kings: the English difference. Noble, 441-51; Documentary Reader (hereafter referred to as DR): James I. **Reminder: first quiz exercise due by end of Friday (midnight)**

Week 2: A Century of Genius

- M 1) Political theory & Royal Absolutism. Documentary Reader (DR): Bossuet, Hobbes
- 2) France and the Sun King. Noble, 469-77 (Louis XIV and his world)
Reminder: first response papers due by end of Monday (midnight)
- W 3) Science, Society and Religion in the Seventeenth Century. Noble, 460-63; 501-27

- 4) The Scientific Revolution. DR: Galileo, Newton readings
- F 5) An Age of Enlightenment. Noble, 530-40 (human reason and the public sphere);
Occasion for Debate: What was Enlightenment? (Discussion Board) DR: Kant, Coffeehouses readings
- 6) Emerging powers: Prussia and Russia. Noble, 482-89; 540-48 (soldiers, serfs and state)
Reminder: quiz exercise due by end of Friday

Week 3: “The Most Astonishing Thing”: Revolutionary France

- M 1) Crisis and Revolution in France. Noble, 563-71 (opening phases); DR: Sieyès
- 2) War, Democracy and Terror. Noble, 572-79 (from radical democracy to elite resurgence); DR: Declaration of Rights and Citizens; Petition of Jews; Society of the Friends of Blacks. **Reminder: response paper due by end of Monday**
- W 3) “World History on Horseback”: Napoleon, France and Europe. Noble, 579-92
- 4) Napoleon: Defender or Betrayer of Revolution? DR: Napoleon selections. **Occasion for Debate: Napoleon and the Revolution (due this week by Saturday midnight)**
- F **No Class, due to July 4 Holiday (no quiz this week)**

Week 4: Making Sense of the Nineteenth Century

- M 1) Responses to the Revolution: Ideologies. Conservatism, Liberalism, Republicanism, Noble, 624-31; DR: Burke, Metternich, Guizot.
- 2) Nations and Nationalism. DR: Herder, Mazzini
Please note: response papers due this week by end of Wednesday
- W 3) Industrial Revolution. Noble, 594-615 (economic change & social consequences)
- 4) Debates over Industrialization. DR: Sadler Committee; Ure; Smiles
- F 5) Restoration, Reform & Revolt. Noble, 618-24; 634-41 (Metternich’s Europe & its undoing)
- 6) Discussion: Socialists, Marxists, Workers. Noble, 631-34; DR: Marx & Engels, Hobhouse. **Occasion for Debate: Reform or Revolution? Reminder: quiz exercise due by end of Friday**

Week Five: Nations and Empires

- M **Midterm Examination (no response paper this week)**
- W 1) Generous hopes, bitter defeat: the Revolutions of 1848. Noble, 641-47
- 2) Nationalism transformed: Italian and German unification. Noble, 649-60
- F 3) An Age of Optimism. Noble, 667-78 (Second Industrial Revolution)
- 4) The new Imperialism. Noble, 702-16 (Europe & the world). **Occasion for Debate: Property and the “Civilizing Mission.” Reminder: quiz exercise due by end of day**

Week Six: The War to End All Wars

- M 1) Imperialism, race and power. DR: Rhodes, Chamberlain, Pearson
- 2) Europe on the eve of war. Noble, 716-29 (what goes around comes around). **Response paper (white supremacy and Social Darwinism) due at day’s end**
- W 3) From euphoria to exhaustion. Noble, 731-42 (to arms! early phases of the war)
- 4) Russia in Revolution. Noble, 742-47 (from the Revolution to Civil War, 1917-21)

- F 5) Ending the war, containing revolution. Noble, 747-62; DR: Wilson, Clemenceau.
Occasion for Debate: Fixing Blame or Making Peace?
 6) Backwards or forwards? Europe at the crossroads. Noble, 765-69; 777-91
 (democracy and its discontents, interwar culture); **Quiz exercise due at day's end**

Week 7: Europe in the Age of Dictators

- M 1) Italian Fascism and German National Socialism. Noble, 773-77 (what was distinctive about fascism?); DR: Mussolini on Fascism
 2) Discussion: German National Socialism. Noble, 803-812; DR: Hitler, selected National Socialist readings. **Response paper due at end of day**
- W 3) Germany and the Europe in the 1930s. Noble, 812-22 (preparing for war)
 4) Soviet Union from Lenin to Stalin. Noble, 768-73; 800-803 (the Stalin Revolution); DR, Lenin, Stalin, Grossman, Kopelev, Ode to Stalin, Yevtushenko
- F 5) The Road to War. Noble, 825-33 (Germany triumphant); **Occasion for Debate: Comparing the Soviet Union to Hitler's Germany**
 6) From European to Global War. Noble, 838-44; 839-44 (the tide turns against Hitler)
Quiz exercise due at day's end

Week 8: A World in Flames

- M 1) Film: "The Fight from Within" (Soviet Partisans between Stalin and Hitler). **Final response papers due**
 2) Built by hate, paved with indifference: the road to the Holocaust. Noble, 834-37; DR, Holocaust selections
- W 3) From hot war to Cold War: the European arena. Noble, 844-56
 4) A Divided World: Dynamics of change in West and East. Noble, 859-93
- F **Final Exam**