San José State University  
History Department  
Hist10B-01 (44890), Western Civilization, 1500 to the Present, Fall 2013

Instructor: Prof. Allison Katsev  
Office Location: DMH140  
Telephone: (408) 924-5508  
Email: Allison.Katsev@sjsu.edu  
Please, feel free to e-mail me or come to office hours with any questions you have, big or small!  
Office Hours: W 12:00-1:00pm, and via email and by appointment  
Class Days/Time: MW, 1:30pm-2:45pm  
Classroom: DMH 165  
GE/SJSU Studies Category: GE D-2  

Faculty Web Page and MYSJSU Messaging  
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/allison.katsev or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking email for important messages about the class.

Course Description  
What explains the rise of the West? Is there a “Western” way of doing things? How does the history of the West in the past 500 years resonate in our lives today? In Hist10B, we will explore these questions as we investigate the development of modern Western economic and political institutions, social structures, and cultural values. We will trace Europe’s many revolutions (religious, political, scientific, industrial), its rise to global dominance, its bloody national and imperial conflicts, and its struggles to create a new united Europe. Throughout, as we look at the common themes in Western civilization, we will also focus on comparing and contrasting the experiences of different groups within Europe and look at how different societies responded to similar challenges.

The course consists of about 2/3 lectures and 1/3 history workshops. Lectures will provide students with a framework for the readings, as well as in depth analysis of significant trends. In the history workshops, students will explore these trends in more depth through guided analysis of primary sources.
Course Goals and Student Learning Objectives

GE Learning Outcomes (GELO)

This GE (D-2) has a writing requirement of a minimum of 1500 words. Students will write 8-16 pages of Analysis & Reflection Papers, 5 of which the student will revise. In addition, students will write substantive essays in two timed exams.

On successful completion of this GE D-2 course, students will be able to do the following:

From lectures, and writing and discussion of Analysis & Reflection papers:

1. Place contemporary developments in cultural, historical, environmental, and spatial contexts (GELO 1);

2. Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and similarities, differences, linkages, and interactions between them (GEO 2);

3. Evaluate social science information, draw on different points of view, and formulate application appropriate to contemporary social issues (GELO 3);

Based on lectures and tested in mid-term and final exam:

4. Compare and contrast two or more ethnic groups, cultures, regions, nation, or social systems (GELO 4).

Course Learning Outcomes (CLO’s)

In addition to the above GE Learning Outcomes, upon completion of this course, students will be able to:

CLO 1: identify major trends in Western Civilization since 1500. Students will learn to do this through guided discussions of seminal texts and synthetic exams.

Assessment:

Central to the study of Western Civilization is the ability to use methods of the historian to identify, analyze and compare different historical perspectives and systems. Thus a portion of the class grade will be based on thoughtful analysis of a variety historical sources. Students will also be expected to identify, synthesize and compare key phenomena in exams. In addition, emphasis will be placed on evidence of student ability to apply analytical skills and identify connections with contemporary issues in class discussion.
Required Texts/Readings


2) Course documents (and e-text of our textbook) at MyHistoryLab.com (course ID katsev80031).

   Instructions:
   2) Register as a student.
   3) When prompted, give course ID: katsev39761
   4) If you don’t have a Pearson account, create one when prompted.
   5) Register: You’ll have three options: 1) Use access code provided with textbook bought at Spartan Bookstore; OR 2) Purchase MyHistoryLab for Frankforter, *The West*, Combined 3e w/eText ($45.10); OR 3) [If you buy the text elsewhere without the access code] Purchase just MyHistoryLab, with no eText ($42.40).

(For more detailed instructions on registering at myhistorylab go to [http://pearsonmylabandmastering.com/students/](http://pearsonmylabandmastering.com/students/))

Classroom Protocol

You are expected to arrive to class on time. Laptops are to be used only for class related work. Do not use cellphones, texting, or email in class. You may bring food to class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

Course Requirements, Assignments and Grading Policy

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per
unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found at http://www.sjsu.edu/senate/docs/S12-3.pdf.

TURNITIN.COM
The Analysis & Reflection papers [bundled as one assignment] must be turned in by Dec. 9, at 1:30 pm, to turnitin.com, in addition to the hard copy turned in to the instructor. (Class ID: 6664928 Class Password: Katsev) Detailed instructions will be provided with the guidelines to the assignments.

1) WRITING ASSIGNMENTS
Analysis & Reflection papers (1-2 pages each) on primary source documents, due at each History Workshop. (Specific questions for each paper are listed in the class schedule, below).

*On the day in class when we discuss each document, I will check that your Analysis & Reflection is completed (typed or hand written). (For more on this, see below, under “Class Participation.”).

*YOUR 5 BEST ANALYSIS & REFLECTION PAPERS: DUE ON DECEMBER 9, at the beginning of class (turn in revised and original versions to me; turn in revised versions as one document to turnitin.com) You’ll chose the five best, make sure they are typed up and revised as necessary for clarity and depth. (25% of course grade)

Specific guidelines for this assignment will be distributed and discussed in detail at the beginning of the semester. In addition, we will practice analyzing and reflecting on primary sources throughout the semester.

2) MID-TERM EXAM, IN CLASS, MONDAY OCTOBER 14. (Bring one large blue book).
The mid-term exam will consist of identification of terms found at the end of the chapters in The West, and essay questions for which you will develop broader connections between the events and themes discussed, relying on the reading, lectures and discussion. (20% of course grade)

3) FINAL EXAM, WEDNESDAY DECEMBER 11, 12:15pm-2:30pm. (Bring two large blue books).
The final exam will consist of identification of terms found at the end of the chapters in The West, and essay questions (some focused on the second half of the course and at least one question integrating the whole course) in which you will develop broader connections between the events and themes discussed, relying on the reading, lectures, and discussion. (25% of course grade)
4) **CLASS PARTICIPATION AND HOMEWORK (30% of grade)**

You should come to class having done the assigned reading and even prepared questions of your own. **On History Workshop days, you must bring the assigned reading** (printed out or on-line). Take advantage of the ample opportunities to participate actively in the discussion. Excellent ways of contributing to class discussion: Sharing ideas and questions from your written analysis/reflection; listening carefully to others; responding to others’ thoughts, participating in small group activities.

Written Homework: The analysis & reflection assignment must be done completely on the due date on a separate sheet of paper. **It is not acceptable to just have it on your computer.** I will check to see who has completed it, and this will be rolled into the participation grade. In addition, your completion of the assignment will be reflected in the quality of your participation in discussion.

**Policy on Late Work:** Partial credit will be awarded for showing me your analysis/reflection within a week of the corresponding class discussion. For the final writing assignment, **late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I will not accept any late papers after the final exam.** I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**University Policies**

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. **You must obtain the instructor’s permission to make audio or video recordings in this class.** Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
  - If you would like to record a class, you should email me, visit my office hours or talk to me before or after class.
  - If you need to record class discussion, permission of the students needs to be obtained as well.

- **Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval.** You may not
publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf](http://www.sjsu.edu/senate/docs/S07-2.pdf), requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html)

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Accessible Education Center (AEC)](http://www.sjsu.edu/aec) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.
SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.
The schedule is subject to change with fair notice via email and in class.

Table 1 Course Schedule

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<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>Aug. 21</td>
<td>Introductions</td>
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| 2    | Aug. 26    | Lecture: New Horizons--From Medieval to Renaissance Europe  
Reading: *The West*, ch.12  
Lecture: Exploration beyond the Horizon  
No new reading; you can start working on the History Workshop assignment, due 9/4. |
|      | Aug. 28    |                                          |
| 3    | Sept. 2    | LABOR DAY--No class                      |
|      | Sept 4     | History Workshop: First Encounters; First Impressions  
Reading: Christopher Columbus "The Letters of Columbus to Ferdinand and Isabel," link in *The West*, Ch. 12 (p. 370)  
Due at beginning of class--Analysis & Reflection #1. In 1-2 pages, answer these questions: 1) Make a list of the key features of the native people, according to Columbus. 2) What sorts of things does he focus on in his description? 3) How would you expect him to treat these people and why? |
| 4    | Sept. 9    | Lecture: New Ways of Believing--The Reformation  
Reading: *The West*, Ch. 13  
Lecture: Anxieties of a New Age  
No new reading; you can start working on the History Workshop assignment, due 9/16. |
|      | Sept. 11   |                                          |
| 5    | Sept. 16   | History Workshop: “To Dream the Impossible Dream”  
Reading: Miguel de Cervantes, *Don Quixote*, link in *The West*, ch. 13 (p.403)  
Due at beginning of class--Analysis & Reflection #2. In 1-2 pages, answer these questions: 1) Why does Don Quixote become a knight errant? Make a list all key reasons you find, stated or implied; 2) Who/what are sources of authority for Don Quixote? (You might think of this question in terms of whose opinions he values,); 3) Do you think Don Quixote’s pursuit is admirable? (explain your |
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|      |      | **Lecture: Moving toward Modern Politics**  
|      |      | Reading: *The West*, Ch. 14            |
| 6    | Sept. 18 | answer).  
| 6    | Sept. 23 | **Lecture: Moving toward a Modern Science**  
|      |      | Reading: *The West*, Ch. 15            
|      |      | (Also, you can get started on next History Workshop  
|      |      | assignment, due 9/25.)               |
|      | Sep. 25 | **History Workshop: Defining Science’s Realm**  
|      |      | Reading: Galileo Galilei, "Letter to Madame Christine of  
|      |      | Lorraine, Grand Duchesse of Tuscany (The Grand Duchess Christina)" link in *The West*, ch. 15 (p.458)  
|      |      | Due at beginning of class--Analysis & Reflection #3. In 1-2  
|      |      | pages, answer these questions: 1) Galileo states in this document:  
|      |      | “I think that in discussions of physical problems we ought to begin  
|      |      | not from the authority of scriptural passages, but from sense-experiences and necessary demonstrations.” What does he mean by  
|      |      | this statement and what reasons does he give to defend this view?  
|      |      | (You can list the reasons); 2) What seem to be Galileo’s views on  
|      |      | the proper role of religion in one’s life? 3) What does the example of  
|      |      | Galileo suggest about how the study of the natural world influences  
|      |      | religious belief and understanding of the truth, if at all? (Explain your  
|      |      | answer).                                 |
| 7    | Sept. 30 | **Lecture: Bach and Baroque--A New Western Synthesis, through the Lens of Music**  
|      |      | No new reading                           |
|      | Oct. 2  | **Lecture: Revolutions in Thought--The Enlightenment**  
|      |      | Reading: *The West*, chapter 16         |
| 8    | Oct. 7  | **Lecture: Slavery--What’s it have to do with Europe?**  
|      |      | No new reading; you can start working on the History  
<p>|      |      | Workshop assignment, due 10/9.          |</p>
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| 9    | Oct. 9   | **History Workshop: “Dare to Know!”**  
Reading: “Immanuel Kant Defines the Enlightenment,” link in *The West,* ch. 16 (p.478).  
Due at beginning of class--Analysis & Reflection #4. In 1-2 pages, answer these questions: 1) This famous essay begins with the phrase: “Enlightenment is man's release from his self-incurred tutelage.” How does Kant explain this statement? 2) Why does he think it takes daring in order to know?; 3) How might you connect this theme, “Dare to Know,” to any of the readings/lecture material/discussions from the semester thus far? (Develop at least two connections, in any way you want.)  |
|      | Oct. 14  | **Mid-term examination** (Bring 1 large blue book).  
Identification of terms at end of each chapter in textbook; essays on themes from reading/lecture/discussion.  |
|      | Oct. 16  | **Lecture: Revolutionary Politics--The French Revolution/Napoleonic Wars**  
Reading: *The West,* Ch. 17; (also you can start working on the History Workshop assignment, due 10/21).  |
| 10   | Oct. 21  | **History Workshop: The Virtues of a New Republic**  
Due at beginning of class--Analysis & Reflection #5. In 1-2 pages, answer these questions: 1) Describe Robespierre’s vision of the ideal republic; 2) Why does he think virtue is so crucial to this new society? 3) What do his statements suggest about tensions in the French Revolution?  |
|      | Oct. 23  | **Lecture: The Industrial Revolution--New Workplaces/New Classes**  
Reading: *The West,* Chapters 18-19.  |
| 11   | Oct. 28  | **Lecture: The Rise of Nation/States**  
Reading: *The West,* ch. 20; (also you can start working on the History Workshop assignment, due 10/30.)  |
|      | Oct. 30  | **History Workshop: Living with Machines**  
Reading: *The Sadler Report: Child Labor in the United Kingdom, 1832,* link in *The West,* ch. 18 (p. 545).  
Due at beginning of class--Analysis & Reflection #6. In 1-2 |
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<td>pages, answer these questions: 1) List the ways that work with machines affected the everyday lives of the people described in this report; 2) What seem to be the goals of the participants in the report?; 3) Keeping in mind the both benefits and costs of industrialization at the time, what would you propose to amend the situation described in the document? (explain your answer).</td>
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| 12   | Nov. 4       | **Lecture: Russia—Trying to Catch Up to the Rest**  
No new reading; you can start working on the History Workshop assignment, due 11/13.                                                                                                                      |
|      | Nov. 6       | **Lecture: Imperialism—The West Spreads**  
Reading: *The West*, Ch. 21                                                                                                                                                                                                 |
| 13   | Nov. 11      | **VETERANS DAY--No class**                                                                                                                                                                                                              |
|      | Nov. 13      | **History Workshop: Imperial Visions**  
Reading: *Imperialism and the White Man's Burden* (1899), Rudyard Kipling, link in *The West*, ch. 21 (p.621)  
Due at beginning of class--Analysis & Reflection #7. In 1-2 pages, answer these questions: 1) What are the various ways that Kipling justifies imperialism?; 2) Given these justifications, what might be the wider cultural values of his society? |
| 14   | Nov. 18      | **Lecture: An Irrational World--WWI and its Aftermath**  
Reading: *The West*, Ch. 22-23                                                                                                                                                                                                 |
|      | Nov. 20      | **History Workshop: The Nightmarish Visions in Fritz Lang’s “Metropolis”**  
Reread: *The West*, pp. 634-636 (on Freud) ;  
**No writing assignment due.**                                                                                                                                 |
| 15   | Nov. 25      | **Lecture: World War II**  
Reading: *The West*, ch. 24; you can also start working on the History Workshop assignment, due 11/27.                                                                                                                     |
|      | Nov. 27      | **History Workshop: Explaining Genocide in the Heart of Europe**  
Due at beginning of class--Analysis & Reflection #8. In 1-2 |
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<td>pages, answer these questions: 1) In what specific ways does this protocol to exterminate the Jews reject modern Western values and institutions, as studied in this class? 2) What aspects of the protocol rely on modern Western institutions/values? 3) What do you think this document reveals about some of the causes of the Holocaust?</td>
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| 16   | Dec. 2  | Lecture: From Victorian Cages to Feminism--Changing Roles for Women  
No new reading |
|      | Dec. 4  | Lecture: Divided Europe/Europe United  
Reading: The West: Ch. 25-26 |
| 17   | Dec. 9  | Conclusions; Exam Review  
DUE ON DECEMBER 9, at the beginning of class: YOUR 5 BEST ANALYSIS & REFLECTION PAPERS (turn in revised and original versions to me; turn in revised versions as one document to turnitin.com) |
| Final Exam | WEDS., DEC. 11 | DMH 165, 12:15PM-2:30PM  
Bring 2 large blue books. (identification of terms at end of each chapter in textbook; essays on themes from reading/lecture/discussion.) |