San José State University
History Department
Hist10B-01 (21783), Western Civilization, 1500 to the Present, Spring 2017

Instructor: Prof. Allison Katsev
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Please, feel free to e-mail me or come to office hours with any questions you have, big or small!
W 12:00pm-1:00pm, and via email and by appointment

Office Hours: W 12:00pm-1:00pm, and via email and by appointment
Class Days/Time: MW, 3:00pm-4:15pm
Classroom: DMH 163
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
Courses on Western Civilization have long been a staple of college education in America. In this course, we are going to explore the West’s rise and legacies, even as we identify and evaluate the biases that have traditionally gone along with a course such as ours. The course has two guiding questions: How has Western Civilization since 1500 empowered people? And how has it marginalized people? We’ll explore such complex issues as how the West has furthered freedom and slavery, progress and destruction, mastery over nature and uncertainty about our place in the world. We will analyze key events in Western Civilization: its 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. 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 outside of Europe, and look at how different societies responded to similar challenges. Throughout, the students will act as historians, evaluating evidence,
constructing historical explanations, and assessing the strengths, limitations and implications of the many ways that this story of the West is told.

The course will involve significant student involvement in every class meeting. Issues will often be framed by a brief lecture at the beginning of class, but class time will be primarily devoted to grappling with key historical questions, whether through in-depth analysis of primary sources, or weighing the evidence presented in the textbook and elsewhere.

**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 a 5-7 page paper. 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 reading, lectures, writing, discussion and group projects:

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 (GELO 2);
3. Evaluate social science information, draw on different points of view, and formulate application appropriate to contemporary social issues (GELO 3);

Based on work throughout the class and tested in the exams and final essay:

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: Explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance. Students will learn to do this through guided discussions of the textbook and seminal primary sources.

CLO 2: Assess the legacies of Western Civilization in the modern era. Students will learn this through guided discussion, as well as group projects and individual essays requiring in-depth analysis and broad synthesis.

CLO 3: Infer and evaluate the biases of various narratives of Western Civilization since 1500. Students will learn this through guided discussion.
CLO 4: Construct their own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of their own narratives. Through homework and in-class activities, students will gain skills at identifying and evaluating appropriate evidence and using them to construct narratives.

Assessment:

Quizzes will be used to assess identification and understanding of key events (CLO1). Homework and the My Story of Western Civ project will be used to assess students’ developing ability to identify and evaluate evidence (including the complex dynamics of ethnic, gender, national, and other identities) and construct narratives (GELO 2, 3; CLO 4). Exams will include source analysis and thought-based essays, assessing for all GELO’s and CLO’s. Student ability to construct a narrative, assess the legacies of Western Civilization, place current events in spatial context, and compare experience of different groups (GELO’s 1, 3, 4; CLO 1, 2, 4) will be assessed in the My Story of Western Civ project, students’ group projects and final essays. Class discussion will be an opportunity for students to work on and demonstrate all of the Learning Objectives.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Required Texts/Readings

Available for purchase at the Spartan Bookstore. Also on 2-hour course reserve at King Library.

2) Primary source documents online, links provided in syllabus. You must bring print out and bring these documents to class on the day they are assigned.

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. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop
Policy is available at 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 at http://www.sjsu.edu/advising/.

Course Requirements and Assignments

1) ONLINE CHAPTER QUIZZES DUE BY 2:30 PM ON THE DAY OF THE ASSIGNED READING (10% of grade): 16 online quizzes, 10 questions each, covering each of the chapters assigned in The Making of the West, available at our course website. The quizzes are open-book. You may use your book and notes, but you can’t consult with other students. You’ll have 20 minutes to complete the quiz, thus I suggest you read the whole chapter carefully before starting the quiz. Each quiz will be available 10 days before the reading is due, and must be completed by 2:30 PM on the day it is due. If you have questions about the correct answers for individual questions, make note of them. I’ll be happy to answer such questions after the quiz is due.

   Note: You cannot make up a quiz; but the three lowest scores are dropped.

2) MIDTERM EXAM, MARCH 22 (15% of grade) IN CLASS: Quote analysis, and short and long essays covering the themes of the past weeks. The midterm will consist of three sections: 1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) a choice of short essay questions based on the “Key Terms and People” section at the end of each chapter of The Making of the West; and 3) a longer essay in which you explore in more depth connections between phenomena. More details will be provided before the midterm exam. YOU MAY BRING 1 NOTECARD (3 X 5) WITH NOTES ON BOTH SIDES. YOU’LL TURN THE NOTECARD IN WITH YOUR EXAM. Other than the notecard, NO notes or books.

3) ESSAY, DUE APRIL 5, AT BEGINNING OF CLASS (5 PAGES) (15% of grade): (submitted online through canvas; and hardcopy to the professor) Essay on two philosophers from the group projects. In this essay, you will analyze the views of one philosopher, placing them in historical context and considering how another philosopher might respond. Specific requirements will be passed out and discussed well ahead of time.

4) “MY STORY AND WESTERN CIV” PROJECT: TAKE-HOME PORTION DUE ON APRIL 26 AT THE BEGINNING OF CLASS (can raise final exam grade by up to 5 points): This project will give students an opportunity to research an aspect of their “family” history, and use the insights they gain from their own experience to explore Western Civ from new perspectives. The assignment will require out-of-class work researching and synthesizing your findings, and an in-class reflection paper. Details and guidance will be provided well in advance.
5) **FINAL EXAM, WEDNESDAY, MAY 24, 12:15PM-2:30PM (15% of grade):**
Quote analysis, and short and long essays covering the themes of the past weeks. The midterm will consist of three sections: 1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) a choice of short essay questions based on the “Key Terms and People” section at the end of each chapter of *The Making of the West*; and 3) two longer essays in which you explore in more depth connections between phenomena. One essay will ask you to make connections between both parts of the semester. More details will be provided before the midterm exam. YOU MAY BRING 1 NOTECARD (3 X 5) WITH NOTES ON BOTH SIDES. YOU'LL TURN THE NOTECARD IN WITH YOUR EXAM. Other than the notecard, NO notes or books.

6) **TAKE-HOME FINAL PROJECT: ESSAY, DUE WEDNESDAY, MAY 24, AT 11:30AM (5 PAGES) (15% of grade)** (submit online through Canvas): For this essay, students will explore one key issue in Western Civilization across various time periods and regions (and connect that issue to at least one issue explored in another group presentation). Students will analyze additional primary sources and integrate them with the course texts. Specific requirements for the take-home final project will be handed out in advance.

7) **CLASS PARTICIPATION INCLUDING DOCUMENT INVESTIGATIONS AND GROUP PROJECT (30% of grade):**
   - You should come to class having done the assigned reading.
   - For the textbook: As you read, take note especially of the "Key Terms and People," as listed at the end of each chapter. For each term or person, note what you consider to be key defining features and the historical significance(s). Don't just transcribe the views of the textbook. Instead think about what you find to be the most interesting features and explore why you think it is important (in terms of patterns? short term effects? Long term repercussions?) We'll be discussing these in class, and you'll also share your views in your exams.
   - Document Investigations due in class on days we read primary sources: MUST BE TYPED. Complete thoughtfully and bring to class a "Document Investigation" form (form and instructions available under "Assignments" at course website) for each source assigned. You should keep all of your document investigations together in a notebook. I'll collect one early in the semester to give you feedback, and also at least once more during the semester (Think of this as being similar in function to an occasional “pop quiz.”). You will be graded with a “√” (satisfactory), “+” (exemplary), or “−” (unsatisfactory). Because the document investigations require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy. You'll turn them all in at the end of the semester as a portfolio.
   - Portfolio due on Wednesday, May 24, at 11:30AM, on Canvas: Combine all of the Document Investigations together in one file, to be turned in online on Canvas.
   - TWO Group Projects: In conjunction with each of your essays, you will prepare an oral presentation on the same topic. The oral presentations will be group projects that will involve substantial work in preparation. You will be expected to work with the members of your group during class time and communicate with them outside of
class to ensure that your group is prepared for your presentations on March 15 and on May 8. You will be assessed not only on the final product but also on the process by which you got there. Specific requirements will be made available and discussed well ahead of time.

- **Extra Credit Opportunities** (can raise your final grade by up to 2%): 1) Write a 3-page essay connecting a current news article or item of art or entertainment to issues and events studied in our class. The essay could explore various ways that knowledge of these past eras illuminates your thinking about this current moment; OR 2) Visit a museum in the Bay Area. Choose one or two pieces in their collection and write a 2-page essay putting the piece in the context of its times in such a way that you illuminate the significance of the piece. You are limited to one extra credit project. If you're interested in either of these options, come see me to work out the details.

**Grading Information**
Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

**Letter grades are assigned as follows:**
- 97-100: A +
- 93-96.99: A
- 90-92.99: A-
- 87-89.99: B +
- 83-86.99: B
- 80-82.99: B-
- 77-79.99: C +
- 73-76.99: C
- 70-72.99: C-
- 67-69.99: D +
- 63-66.99: D
- 60-62.99: D-
- Below 60: F

**Weighting of Assignments:**
- Quizzes: 10%
- Participation: 30%
- Midterm Exam: 20%
- Final Project: 20%
- Final Exam: 20%

**Extra Credit Opportunities:** (can raise your final grade by up to 2%): 1) Write a 3-page essay connecting a current news article or item of art or entertainment to issues and events studied in our class. The essay could explore various ways that knowledge of these past eras illuminates your thinking about this current moment; OR 2) Visit a museum in the Bay Area. Choose one or two pieces in their collection and write a 2-page essay putting the piece in the context of its times in such a way that you illuminate the significance of the piece. You are limited to one extra credit project. If you're interested in either of these options, come see me to work out the details.

**Policy on Late Work:** Partial credit will be awarded for showing me your analysis/reflecti on 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.

**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.
University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Hist10B / Western Civilization, 1500 to the Present, Spring 2017 Schedule

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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 30</td>
<td>Introductions</td>
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<tr>
<td></td>
<td>Feb. 1</td>
<td>PART I: FROM THE AGE OF EXPLORATION TO THE INDUSTRIAL REVOLUTION</td>
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<tr>
<td></td>
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<td>What is Western Civ?</td>
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<td>Reading:</td>
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<tr>
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<td></td>
<td>Get the textbook and get started on the reading due next week; reading quizzes due on every chapter starting next week.</td>
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<td>2</td>
<td>Feb. 6</td>
<td>Men and their Gods: Exploration, Reformation, Scientific Revolution</td>
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<td>Reading: The Making of the West, ch.14 and 15</td>
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<td>DUE BY 2:30PM: TWO Online Quizzes, on Ch. 14 and Ch. 15 at Canvas.</td>
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<td>Note: For all textbook readings, use the &quot;Key Terms and People&quot; section at the end of each chapter to guide your reading. You should take note of what you consider to be key features and the immediate and long-term significance of each phenomenon or person.</td>
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<td>Feb. 8</td>
<td>Considering the Evidence: First Encounters; First Impressions</td>
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<td>Reading:</td>
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<td>1) “The Letter of Columbus to Luis De Sant Angel Announcing His Discovery” (1493) AT <a href="http://www.ushistory.org/documents/columbus.htm">http://www.ushistory.org/documents/columbus.htm</a></td>
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<td></td>
<td>DUE: Document Investigation (form and instructions available under &quot;Assignments&quot;)</td>
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<tr>
<td>Week</td>
<td>Date</td>
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<td><strong>Note:</strong> You should print out and bring the assigned online document to class.</td>
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<td><strong>Note:</strong> You should type up a document investigation sheet for every primary source you read, and bring it to class. You should keep all of your document investigations together in a notebook. I'll collect one early in the semester to give you feedback, and also at least once more during the semester (you can think of these as pop quizzes). You'll turn them all in at the end of the semester as a portfolio online.</td>
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| 3    | Feb. 13| **Considering the Evidence: Individual Visions**  
**Reading:**  
1) Miguel de Cervantes, *Don Quixote* (1605), chapter 1, AT http://www.online-literature.com/cervantes/don_quixote/5/  
**DUE:** Document Investigation—ONE FORM FOR EACH READING. (form and instructions available under "Assignments") |
|      | Feb. 15| **Men and Kings: Absolutism and Constitutionalism**  
**Reading:** *The Making of the West*, ch.16.  
**DUE BY 2:30PM:** Online quiz on Ch. 16 at Canvas. |
| 4    | Feb. 20| **Born Free and Equal in Rights? Enlightenment in an age of Slavery**  
**Reading:** *The Making of the West*, ch.17 and ch. 18.  
**DUE BY 2:30PM:** Online quizzes on chs. 17 and 18 on Canvas. |
|      | Feb. 22| **Considering the Evidence: Whose Enlightenment is this?**  
**Reading:**  
If your last name starts with A-L:  
If your last name starts with M-Z  
1) Thomas Jefferson, *Notes on the State of Virginia*, 1781, at
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| 5    | Feb. 27  | **Revolutionary Europe: The French Revolution and its Aftermath**  
|      |          | Reading: *The Making of the West*, ch. 19-20  
|      |          | DUE BY 2:30PM: Online Quizzes on Chs. 19 and 20 at Canvas |
|      | Mar. 1   | **A New World of Machines: The Industrial Revolution**  
|      |          | Reading: *The Making of the West*, Ch. 21-22  
|      |          | DUE BY 2:30PM: Online Quizzes on Chs. 21 and 22 at Canvas |
| 6    | Mar. 6   | **Considering the Evidence: Progress and its Costs**  
|      |          | Reading:  
|      |          | 1) Karl Marx, The Communist Manifesto, excerpt (1848) AT  
|      |          | [http://www.classzone.com/books/wb_05_shared/pdf/WHS05_05_736_PS.pdf](http://www.classzone.com/books/wb_05_shared/pdf/WHS05_05_736_PS.pdf)  
|      |          | 2) John Stuart Mill: *Liberalism Evaluated*, 1873, at  
|      |          | [http://legacy.fordham.edu/Halsall/mod/1873jsmill.asp](http://legacy.fordham.edu/Halsall/mod/1873jsmill.asp)  
|      | Mar. 8   | **PART II: WESTERN PHILOSOPHERS ON THE POWER AND LIMITS OF HUMAN REASON**  
|      |          | Start preparing for Group Presentations:  
|      |          | Students will explore in depth major Western philosophers. Guidelines and readings will be made available and discussed well ahead of time.  
|      |          | DO NOT MISS CLASS! |
| 7    | Mar. 13  | **Continue preparing for Group Presentations:**  
|      |          | DO NOT MISS CLASS! |
|      | Mar. 15  | **PRESENTATIONS**  
<p>|      |          | DO NOT MISS CLASS! |</p>
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<tr>
<td>8</td>
<td>Mar. 20</td>
<td><strong>PRESENTATIONS and wrap-up before midterm exam</strong>&lt;br&gt;DO NOT MISS CLASS!</td>
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<td>Mar. 22</td>
<td><strong>MIDTERM EXAM</strong>&lt;br&gt;Bring 1 large green book. You can also bring 1 3x5 note card with handwritten notes on both sides.</td>
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<td>9</td>
<td>Mar. 27</td>
<td><strong>No Class—Spring Break</strong></td>
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<td>Mar. 29</td>
<td><strong>No Class—Spring Break</strong></td>
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<td>10</td>
<td>Apr. 3</td>
<td><strong>PART III: FROM WORLD DOMINATION TO A REFORMED EUROPE...AND BEYOND</strong></td>
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<td><strong>Imperialism: The West takes over the World</strong>&lt;br&gt;Reading: <em>The Making of the West</em>, Ch. 23-24&lt;br&gt;DUE BY 2:30PM: Online Quizzes on Ch. 23 and 24 at Canvas</td>
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<td>Apr. 5</td>
<td><strong>Considering the Evidence: White Man’s Burden?</strong>&lt;br&gt;Reading: George Orwell, “Shooting an Elephant,” 1936, at <a href="http://orwell.ru/library/articles/elephant/english/e_eleph">http://orwell.ru/library/articles/elephant/english/e_eleph</a>&lt;br&gt;DUE: Document Investigation—ONE FORM FOR EACH READING. (form and instructions available under &quot;Assignments&quot;)</td>
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<td><strong>DUE AT THE BEGINNING OF CLASS</strong> (online through Canvas; AND hardcopy to the professor): 5 page essay on two philosophers from the group presentations. Guidelines will be passed out well ahead of time.</td>
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<td>11</td>
<td>Apr. 10</td>
<td><strong>The West at War in the World</strong>&lt;br&gt;Reading: <em>The Making of the West</em>, Ch. 25&lt;br&gt;DUE BY 2:30PM: Online Quiz on Ch. 25 at Canvas</td>
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<td>Apr. 12</td>
<td><strong>Going to War, again</strong>&lt;br&gt;Reading: <em>The Making of the West</em>, Ch. 26&lt;br&gt;DUE BY 2:30PM: Online Quiz on Ch. 26 at Canvas</td>
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<td>Week</td>
<td>Date</td>
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| 12   | Apr. 17 | **Considering the Evidence: Genocide**  
Reading:  
DUE: Document Investigation—ONE FORM FOR EACH READING. (form and instructions available under "Assignments") |
|      | Apr. 19 | **Europe Divided and Europe United**  
Reading: *The Making of the West*, Ch. 27 and 28  
DUE BY 2:30PM: Online Quizzes on Ch. 27 and 28 at Canvas |
| 13   | Apr. 24 | **A New Europe?**  
Reading: *The Making of the West*, Ch. 29  
DUE BY 2:30PM: Online Quiz on Ch. 29 at Canvas |
|      | Apr. 26 | **PART IV: PERSPECTIVES ON WESTERN CIVILIZATION**  
**“MY STORY AND WESTERN CIV” PROJECT**  
Individual research and reflection on your history and its connections to our course. Guidelines will be given well in advance.  
**DO NOT MISS CLASS.**  
DUE at the beginning of class: Take-home portion of the project. |
| 14   | May 1   | **Start preparing for Group Presentations:**  
Students will analyze Western Civilization through the lens of one key phenomenon. Guidelines and readings will made available and discussed well ahead of time.  
DO NOT MISS CLASS! |
|      | May 3   | **Continue preparing for Group Presentations:**  
DO NOT MISS CLASS! |
| 15   | May 8   | **Presentations**  
DO NOT MISS CLASS! |
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<tr>
<td></td>
<td>May 10</td>
<td><strong>Presentations</strong>&lt;br&gt;DO NOT MISS CLASS!</td>
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<tr>
<td>16</td>
<td>May 15</td>
<td><strong>Conclusions and Final Exam Review</strong></td>
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<td>Final</td>
<td>WEDS., MAY 24</td>
<td><strong>DMH 163, 12:15PM-2:30PM</strong>&lt;br&gt;* <strong>Final Exam</strong>&lt;br&gt;Bring 1 large green book. You can also bring 1 3x5 note card with handwritten notes on both sides.&lt;br&gt;&lt;br&gt;DUE ON CANVAS ON WEDNESDAY, MAY 24 AT 11:30 AM;&lt;br&gt;* <strong>FINAL PAPER (5 PAGES)</strong>&lt;br&gt;* <strong>PORTFOLIO OF DOCUMENT INVESTIGATIONS</strong></td>
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