

**History 102: Evolution of Western Ideas and Institutions since the Seventeenth Century
(Summer online)**

Dr. Aidan Forth, aforth@luc.edu

Online office hours: Thursdays, 3-5pm CST via zoom <https://luc.zoom.us/j/727494478>.

Synchronous Sessions: Thursday 2-3pm



Image: The printing press fundamentally transformed western civilization. It decimated rich oral traditions—along with humanity’s capacity to memorize information (why remember a story when you can record it in a book?) But printing also opened profound new intellectual horizons. So too with the internet: laptops and smartphones are destroying our attention spans along with our appreciation for and interface with the human and natural environment. But they, too, are opening new possibilities: like this online course! Welcome!

Course Description: This course is an introduction to history as a discipline, and an analysis of the development and structure of Western civilization from the 17th century to the present day. It begins with the three great waves of revolution that have forged the modern world: (1) a seventeenth- and eighteenth-century intellectual revolution associated with science, rationalism, and secularism; (2) a wave of political revolutions (British, American, French, 1848 and Russian) that ushered in a new era of mass politics and nationalism; and (3) a commercial and industrial revolution that enormously expanded the productive capabilities of human societies. Throughout the course, various political, social, and religious crises and resolutions will be emphasized, along with cultural responses to these events

LEARNING OBJECTIVES

By taking this course, students will:

- Gain a basic factual knowledge about the ideas and institutions of “the west” (and critically evaluate what we mean by “the west” and the role evolving histories of “western civilization” have played in maintaining or undermining those ideas and institutions.)
- Evaluate the historically conditioned nature of the present and ideas we believe are “natural” or “common sense.” In doing so, students will appreciate the dynamism of the past and how dramatically things have changed—and continue to change—over time
- Analyze and critique the constructed nature of authority and the relationship between power and knowledge
- Evaluate the competing analytical frameworks and methodological tools historians use to explain change and understand events
- Engage in the world with full appreciation of the burdens of historical injustice inherited from the past. By knowing the past students can better change the future.
- Develop empathy with people and ideological positions with which they may not initially agree
- Develop critical reading skills, fluent analytical writing, and refine their powers of oral persuasion

There are no prerequisites for this course. Students must have working knowledge of sakai and should have a working computer with a camera and microphone.

SUCCESS IN AN ONLINE COURSE

Communication: This is an online class. Weekly lectures, assignments, and reading materials can all be found on the left-hand menu of sakai. Synchronous sessions will take place 2-3pm CST on Thursdays. Students will log onto zoom via the left-hand sakai menu or through the following link <https://luc.zoom.us/j/727494478>. In preparation students should complete all readings and lectures for that week in order to contribute to an ongoing discussion with your fellow classmates. The instructor will be available on Thursday from 3-5pm CST for online office hours, which students can access via zoom. If you are unavailable during office hours I may be available via appointment; just send me an email. I check email regularly and will endeavor to respond to any queries within 24 hours or sooner.

Online Course Conduct: In an online class, it is especially important to remember that other classmates are human beings, not computers. It is therefore vital to participate in online synchronous sessions with the same dignity and respect that you would if you were talking to a classmate face to face. History, ultimately, is about understanding and empathizing with different viewpoints, even if we don’t always agree with them. If you disagree with someone’s opinion, *look at it as an opportunity to learn*: why does a classmate think differently from you, and what information and arguments could be exchanged so that each of you can understand the other’s point of view. Remember that if a classmate makes a comment or argument with which you disagree, it is incumbent on you to challenge the idea they present rather than to attack the person delivering it.

Succeeding in an online format: The online learning environment provides a great deal of flexibility, but less structure than a face-to-face class. It is therefore vital for you to find ways to discipline yourself. You are strongly encouraged to:

- Read the syllabus carefully and make a note of due dates and other important events in your personal calendar
- Make a schedule with regular times to listen to lectures, complete readings and assignments, and study for exams
- Log in to the course website at least 3 times a week
- Keep in regular contact with the instructor. Ask me questions! I'm here for you and want to get to know you!

Students are expected to use the following programs (all available through sakai):

- Zoom
- Voicethread

Please inform me immediately if technology issues are preventing you from succeeding in this class. You can also contact the **ITS helpdesk** at <https://www.luc.edu/its/helpdesk/index.shtml>.

GRADING AND ASSESSMENTS

| | |
|---|-------------------|
| 6 Reading responses (5 points each) | 30 points |
| Participation in 6 synchronous sessions (3 points each) | 18 points |
| 6 quizzes (6 points each) | 36 points |
| Public history assignment | 10 points |
| Voicethread introduction | 2 points |
| Syllabus check list | 2 point |
| Midterm evaluation and other feedback polls | 2 points |
| TOTAL | 100 points |

Final grades will be converted into a letter grade as follows:

| | |
|-----------|---------------|
| A | 95-100 |
| A- | 90-95 |
| B+ | 85-89 |
| B | 80-84 |
| B- | 75-79 |
| C+ | 70-74 |
| C | 65-69 |
| C- | 60-64 |
| D | 55-59 |
| D- | 50-54 |
| F | 0-49 |

COURSE EXPECTATIONS

Every week students will read the **required reading** listed on the syllabus, participate in the weekly **synchronous session**, listen to online **lectures**, take a **quiz**, and complete the **assignments** for that week.

Students should purchase the following books, which are required readings.

Bartolomé de Las Casas, *A Short Account of the Destruction of the Indies* (Penguin, 1992).

Voltaire, *Candide and Related Texts* ed. David Wootton (Hackett Publishing Co., 2000).

Karl Marx and Friedrich Engels, *The Communist Manifesto* ed. Eric Hobsbawm (Verso, 2012)

Joseph Conrad, *Heart of Darkness* (Penguin Great Books of the 20th Century, 1988).

Erich Maria Remarque, *All Quiet on the Western Front* (1929).

Primo Levi, *Survival in Auschwitz* (Touchstone, 1995).

The **textbook** is not required, but is there should you need additional background information.

Thomas Noble et al (ed.), *Western Civilization: Beyond Boundaries, vol. 2 since 1560* (Cengage, any edition).

In my experience, most students who have taken history classes at an American high school will be able to follow the class material and will not need to rely heavily on the textbook. Some students who lack a basic fluency in the history of western civilization, however, may find it useful to read the textbook chapters before completing the required reading and listening to online lectures

For interested students, short **optional readings** will offer additional depth or perspective on the required readings and lecture materials. Usually these authors or texts are mentioned and analyzed in the lectures. Links are available on Sakai.

It is imperative that you complete the required readings in preparation for the online synchronous session, where you will be expected to participate in an intellectual discussion debating the contribution of the book to our understanding of historical events and developments. Students should log on promptly. In preparation for the online discussion it is useful to make marginal notes and to formulate some initial questions and comments to pose in class discussion. Students who log in, listen actively, and participate in the discussion orally by providing relevant and specific observations from readings and lectures will receive 3 points. Students who log in but only contribute passively or who make irrelevant, misguided or unsupported comments will receive 1-2 points.

Online **lectures** provide important background information about historical events and developments, but they also present a historical argument about change and why it happened. When listening to lectures you should take careful notes, preferably with pen and paper. In doing so, you should process the information and arguments presented and put them into your own words. Ultimately, your goal should not be to memorize everything I say (I don't memorize everything I say, which is why I need lecture notes!) but to understand how the lecture constructs a historical argument. Lectures give necessary background to weekly readings and introduce ideas and arguments that will be assessed with quizzes.

Quizzes will take place each week on sakai. They are open book and take 30 minutes to complete. Beware: you will be expected to work quickly. It is therefore vital that you prepare for the quiz beforehand by reviewing your notes from the readings and lectures. Though you will have reference to your notes, you will not have time to consult them for every question. Short answer and multiple choice questions will test basic factual information; the answers will either be right or wrong. Longer answers will challenge you to apply and evaluate the ideas, arguments and sources presented in lectures and readings. Strong responses will formulate an argument by applying specific details and insights from readings and lectures. Weaker answers are often vague on specifics and describe information rather than fashion it into a convincing argument.

ASSIGNMENTS

Each week you will complete the **assignments** listed in the syllabus and upload your completed work to the assignments tab of sakai. **Late submissions** will only be accepted in exceptional circumstances and via prior arrangement.

In the **reading response assignments (200-300 words)**, you will complete the required reading for the week and identify a specific quotation that you found instructive. What does this quotation tell us about the author's argument, his/her intent in writing, and/or the time period in which the author lived? And how does it connect to, build upon, or challenge information and ideas presented in lectures? You will be graded on the analytical thoughtfulness of your answer and on grammar, punctuation and writing style. A 5-point answer provides astute and creative insight into the text and is written in a fluent and grammatically flawless style. A 3-point answer provides clear evidence a student has read and thought about the text but may make assertions that are not fully supported by the text or else make grammatical mistakes that impede the clarity of the analysis. A 1-point answer provides some evidence the student has thought about the text but suffers from misguided analysis or unclear writing.

In the **public history assignment** you will find a historical site or artifact close to your home and create a 5-minute video using voicethread that introduces the site to your classmates. You will explain what the historical site or artifact is; when it was built and why; what purpose it serves in terms of local politics and identity; and whether the meaning attached to the site or artifact has changed over time, and why. Chicago offers a rich selection of possible sites, but if you live outside the Chicago area you are encouraged to showcase the history of your own town or country. Indeed I'd love to see presentations about places I've never been to! History is all around us and the possibilities are endless, but if you have trouble finding an appropriate venue, please contact me for guidance.

Other short assignments will test your understanding of the syllabus and elicit feedback about the success of this course in achieving its objectives. In the first week you will also **introduce yourself on sakai via the voicethread tab** and answer the following questions: who are you, what is your major, why are you taking this class, why does history matter?

All assignments should be uploaded to the assignments tab of sakai. Some assignments may be run through the “turnitin” program, which checks assignments against an online database to prevent plagiarism and other forms of academic dishonesty.

SCHEDULE

WEEK 1: Expansion and Division

Required Reading: Las Casas, *A Short Account of the Destruction of the Indies*, 1-37, 45-56, 71-79, 86-94, 96-101, 107-115, 123-130

Textbook Reading: chapters 15 and 16

Optional Reading: Luther and Calvin (available on sakai)

Lecture 1: What is History?

Lecture 2: Europe and the World c 1500

Lecture 3: European Expansion

Lecture 4: The Protestant Reformation

Lecture 5: The Wars of Religion

Synchronous Session 1: Thursday May 24th, 2-3pm CST. Online discussion of Las Casas and lecture material. Log in via the zoom tab in sakai, or through <https://luc.zoom.us/j/727494478>

Quiz 1 due Sunday May 27th at 11.55pm

Assignment: Voicethread introduction **due Wednesday May 23rd at 11.55pm**

Assignment: Reading Response to Las Casas, *Short Account of the Destruction of the Indies*, **Due Sunday May 27th at 11.55pm**

Assignment: Complete the Syllabus check list **due Sunday May 27th at 11.55pm**

WEEK 2: Revolution

Required Reading: Voltaire, *Candide*

Textbook: chapters 17, 18, and 19

Optional Reading: Hobbes and Locke, *English Bill of Rights*, Sieyes, Rousseau, Wollstonecraft, *Declaration of the Rights of Man and Citizen* (available on sakai)

Lecture 1: Absolutism

Lecture 2: Constitutional Monarchy

Lecture 3: Science and Enlightenment
Lecture 4: Origins of the French Revolution
Lecture 5: The Course of the French Revolution
Lecture 6: Napoleon

Synchronous Session 2: Thursday May 31st, 2-3pm CST. Online discussion of Voltaire, *Candide* and lecture material. Log in via the zoom tab in sakai, or through <https://luc.zoom.us/j/727494478>

Quiz 2 Due Sunday, June 3rd at 11.55pm

Assignment: Reading Response to Voltaire, *Candide*, **Due Sunday, June 3rd at 11.55pm**

WEEK 3: Industry

Required Reading: Karl Marx and Friedrich Engels, *The Communist Manifesto*

Textbook: chapters 20, 21, and 22

Optional Reading: Marx, *Economic and Philosophic Manuscripts* (1844); Krugman, “Review of Piketty, *Capital in the 21st Century*”; Bentham; Macaulay (available on sakai)

Lecture 1: Slavery and the Atlantic Triangle
Lecture 2: The Industrial Revolution
Lecture 3: Industrial Culture and Society
Lecture 4: Social Dislocation and Ideological Response
Lecture 5: A Century of Reform

Synchronous Session 3: Thursday June 7th, 2-3pm CST. Online discussion of Marx and Engels, *The Communist Manifesto* and lecture material. Log in via the zoom tab in sakai, or through <https://luc.zoom.us/j/727494478>

Quiz 3 Due Sunday June 10th at 11.55pm

Assignment 1: Reading Response to Marx and Engels, *The Communist Manifesto*, **due Sunday June 10th at 11.55pm**

Assignment 3: Complete the Mid-term course evaluation, **due Sunday June 10th at 11.55pm**

WEEK 4: Nations and Empires

Required Reading: Joseph Conrad, *Heart of Darkness*

Textbook: chapters 22 and 24

Optional Reading: Hobsbawm; Naoroji, Bentinck (available on sakai)

Lecture 1: Nations and Nation Building
Lecture 2: Commerce, Trade and Imperial Expansion
Lecture 3: The New Imperialism and the Scramble for Africa
Lecture 4: Fin-de-Siecle Culture

Synchronous Session: Thursday June 14th, 2-3pm CST. Online discussion of Conrad, *Heart of Darkness* and lecture material. Log in via the zoom tab in sakai, or through <https://luc.zoom.us/j/727494478>

Quiz 4 Due Sunday June 17th at 11.55pm

Assignment: Reading Response to Conrad, *Heart of Darkness*. **Due Sunday June 17th at 11.55pm**

WEEK 5: Total War

Required Reading: Eric Maria Remarque, *All Quiet on the Western Front*

Textbook: chapters 25, 26, and 27

Optional Reading: WWI Poetry, Pankhurst, Fawcett, Lenin (available on sakai)

Lecture 1: WWI: Origins and Dimensions

Lecture 2: WWI In the Trenches and at Home

Lecture 3: WWI: Impact and Legacy

Lecture 4: Russian Revolution

Lecture 5: The Crisis of Interwar Europe

Synchronous Session: Thursday June 21st, 2-3pm CST. Online discussion of Remarque, *All Quiet on the Western Front* and lecture material. Log in via the zoom tab in sakai, or through <https://luc.zoom.us/j/727494478>

Quiz 5 due Sunday at 11.55pm

Assignment: Reading Response to Remarque, *All Quiet on the Western Front*, **due Sunday June 24th at 11.55pm**

Assignment: Public History Response, **due Sunday June 24th at 11.55pm**

WEEK 6: The Age of Extremes

Required Reading: Primo Levi, *Survival at Auschwitz*

Textbook: chapters 28, 29, and 30

Optional readings: Atomic Bomb testimonies, *Universal Declaration of Human Rights* (available on sakai)

Lecture 1: Totalitarianism

Lecture 2: WWII: The Second 30-Years War

Lecture 3: The Holocaust

Lecture 4: The Production of Death

Lecture 5: The Cold War

Lecture 6: The Postcolonial World

Lecture 7: Recent Themes in Western Civilization

Synchronous Session: Thursday June 28th, 2-3pm CST. Online discussion of Levi, *Survival at Auschwitz* and lecture material. Log in via the zoom tab in sakai, or through <https://luc.zoom.us/j/727494478>

Quiz 6 due Sunday July 1st at 11.55pm

Assignment: Reading Response to Levi, *Survival at Auschwitz*. **Due Sunday July 1st at 11.55pm**

STATEMENT ON ACADEMIC INTEGRITY

Loyola University Chicago takes seriously the issues of plagiarism and academic integrity. The university's statement on integrity is as follows:

“The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

1. Material copied from a published source, whether in print or online.
2. Another person's unpublished work or examination material.
3. Allowing another or paying another to write or research a paper for one's own benefit.
4. Purchasing, acquiring, and using for course credit a pre-written paper.”

In essays and assignments it is vital that you give proper recognition to other sources. Proper citations are an act of personal, professional courtesy and of intellectual honesty. Moreover, they are vital to the learning process. Ultimately, the point of this class is to challenge you to critically evaluate (1) What you know (2) What you don't know (3) How you might know something you didn't know before and (4) How your argument or analysis fits within a larger intellectual debate. Citations are therefore necessary to orient your own contribution.

STUDENT SUPPORT RESOURCES

The following university resources are intended to assist you in your studies. Please consult them as needed!

- ITS HelpDesk helpdesk@luc.edu (773-508-4487)
- Library Subject Specialists: <http://libraries.luc.edu/specialists>
- Services for Students with Disabilities <http://www.luc.edu/sswd/>
- Writing Center <http://www.luc.edu/writing/>
- Ethics Hotline <http://luc.edu/sglc/aboutus/> (855.603.6988)