

The Evolution of Western Ideas and Institutions Since the Seventeenth Century

History 102
Spring 2016

T, Th, 1:00pm-2:15pm
Crown Center, Room 114
Office Hours: T, 2:30-3:30pm and Th, 10:30am-11:30am
or by appointment

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What are the institutions, customs and values that constitute modern western society, and how did they emerge? These questions seem particularly important at this present moment in history, when such institutions and ideas are being rapidly transformed due to new technologies and the consolidation of a global economy. This course will examine the history of modern European society, exploring how key western institutions and ideas -- nation-states and nationalism, industrialized capitalist economies and beliefs in liberal democracy -- developed in the modern era. We will also analyze the ways in which these ideas and institutions were often resisted, sometimes violently, by ordinary men and women. Beginning with the rise of the Enlightenment in the eighteenth century, the course focuses on how ideas from this philosophical movement came to shape the French and industrial revolutions, forever changing Europe's political and economic systems as well as its social and cultural structures. We also look at the various problems and contradictions that emerged in the nineteenth and twentieth centuries, as Europeans seeking to control larger territories throughout the globe came into conflict not only with non-western peoples but with each other. By examining the consequences of European imperialism as well as the cataclysms caused by two world wars, we hope to gain a deeper understanding of the institutions and ideas that dominate western societies today. This course satisfies the historical knowledge area and develops critical thinking skills. It satisfies the values area by advancing an understanding of and promoting social justice. (See the end of the syllabus for a description of the learning outcomes for the historical knowledge area.)

Texts

The required books listed below are available at the Loyola University Bookstore. The Loyola Bookstore is located at 6435 N. Sheridan Road. The phone number is 773-508-7350.

Spielvogel, Western Civilization: A Brief History, vol. II (Since 1500) (8th edition)

Voltaire, Candide

In addition to the required books, there are eleven **required** short readings that are available online through Sakai. These readings should be downloaded and printed by the student. They are marked on the syllabus with (S). To download the readings, the student must log on to Sakai. From the course site, you click on to "course readings." Then click on to the PDF file with the author's name or the title of the reading. I strongly recommend that you download and print these readings, especially those readings that are the focus of the short essays. The required books (including the textbook by Spielvogel) are also on reserve at Cudahy Library.

Course Requirements

1. Complete the assigned readings before class and come to class prepared to discuss them. It is especially important to come prepared to discuss readings on days when short essays are due. These class sessions will be devoted to discussing primary and secondary sources and sharing insights from your short essays.
2. In-class midterm exam.
3. In-class final exam.
4. Two short (two-three pages) essays designed to facilitate class discussion and critical thinking about primary and secondary sources. Students will choose to write either essay one or essay two for the first required essay. All students must write essay three for the second required essay. These assignments will be distributed one week in advance and will be due (in class) on the day we discuss the assigned readings. **These essays cannot be made up if the student is absent from class.** All essays should do the following three things: 1. articulate a clear thesis in an introductory paragraph; 2. select, quote and analyze primary sources that serve as evidence for making an argument; 3. use correct punctuation and clear prose to present a coherent essay.

Course Evaluation and Grades

Final grades will be based on the quality of written work and class participation. Attendance is important, and you will not pass the course if you do not come to class.

Class participation:	25%
Midterm exam:	25%
2 short (2-3 page) essays:	25%
Final exam:	25%

Dishonesty and Plagiarism

**Cheating on exams or plagiarism on any writing assignment will result in a final grade of F for THE COURSE. In addition, a letter, detailing the event, will be placed in your permanent file in the Dean's office. See below for my working definition of plagiarism.

I adopt the definition of plagiarism in Booth:

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.¹

This means, among other things, that materials cut and pasted from the web are plagiarized unless they are properly quoted and cited. This includes websites such as Wikipedia or other sites that are not single authored. It also means that papers written by someone else but handed in by you under your name are plagiarized. Even if you plagiarize only a sentence or two you will receive a grade of F for THE COURSE.

¹Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research (Chicago: University of Chicago, 1995), p. 167.

Do not let any of this prevent you from quoting your primary sources (or secondary sources, if you use them). These sources are the evidence on which you build your case. You will want and need to quote them. Just put quotation marks around them (or set them as a block quotation, as I did with Booth, above, when the quotation is longer than five lines).

If you are unclear about what constitutes plagiarism, please come to see me during my office hours.

Finally, please note that the plagiarism detection service *TurnItIn* will be used to examine submitted student essays. More information about registering with *TurnItIn* will follow.

****Cell phones and other electronic devices must be turned off during class sessions. Laptop computers are NOT allowed in the classroom**

Course Schedule:

This schedule is a general plan for the course; deviations may be necessary.

Week One

- 19 January Introduction to course
- 21 January The Eighteenth-Century World: Stability and Change
Readings: Spielvogel, Chapter 18, pp. 408-417

Week Two

- 26 January European Rulers and the Growing Power of the State
Reading: Spielvogel, Chapter 18, pp. 396-408
- 27 January The Age of Enlightenment
Readings: Spielvogel, Chapter 17 (whole chapter)
Voltaire, Candide (Begin reading)

Week Three

- 2 February The Enlightenment Challenge
Readings: Finish Voltaire, Candide / Class Discussion on Candide
Short Essay # 1 Due
Students choose to write either Short Essay # 1 or Short Essay # 2
- 4 February The End of Absolutism and the French Revolution
Readings: Spielvogel, Chapter 19, pp. 418-428

Week Four

- 9 February Radical Republic, The Terror, and Napoleonic Empire
Readings: Spielvogel, Chapter 19, pp. 428-443
(S) Robert Darnton, "What Was Revolutionary about the French Revolution?"
- 11 February Industrial Revolution: Factories, Industries and the Railroad
Readings: Spielvogel, Chapter 20, pp. 443-454

Week Five

- 16 February The Social and Cultural Impact of the Industrial Revolution
Readings: Spielvogel, Chapter 20, pp. 454-465
(S) Documents on industrialization: "Labor Old and New: The Impact of the Industrial Revolution" / Class Discussion on Documents
Short Essay # 2 Due
Students choose to write either Short Essay # 1 or Short Essay # 2

- 18 February The Restoration of Europe and the Birth of New Ideologies
Readings: Spielvogel, Chapter 21, pp. 465-475
(S) Documents on new ideologies: excerpts by Robert Owen, J. S. Mill, and Samuel Smiles

Week Six

- 23 February Reform and Revolution: 1830-1850
Readings: Spielvogel, Chapter 21, pp. 475-481
- 25 February Reordering Europe: New Nations on the Rise and Old Empires in Decline
Readings: Spielvogel, Chapter 22, pp. 487-500 (skim pp. 501-511)

Week Seven

- 1 March The Second Industrial Revolution: Progress and Problems
Readings: Spielvogel, Chapter 23, pp. 511-529 (skim pp. 529-535)
(S) Documents on progress and problems: excerpts from Karl Marx/Friedrich Engels, "The Communist Manifesto"
- 3 March **MIDTERM EXAM**

Week Eight

- 8 March **SPRING BREAK / NO CLASS**

10 March **SPRING BREAK / NO CLASS**

Week Nine

15 March Growing Contradictions of Modern Western Society: Mass Politics
Readings: Spielvogel, Chapter 24, pp. 535-548

17 March More Contradictions: The New Imperialism and International Rivalries
Readings: Spielvogel, Chapter 24, pp. 548-561
(S) Documents on the New Imperialism: excerpts from Charles Morris, Sir Harry Johnston, Joseph Chamberlain, Arthur James Balfour and J.A. Hobson

Week 10

22 March World War I as Total War
Readings: Spielvogel, Chapter 25, pp. 561-575
(S) Documents on World War I: Poems by Wilfred Owen and Siegfried Sassoon

24 March The Russian Revolution and the Rise of a Communist State
Readings: Spielvogel, Chapter 25, pp. 575-588
(S) Documents on Lenin and the Russian Revolution

Week Eleven

29 March The Treaty of Versailles and the Problems of the Peace
Readings: Spielvogel, Chapter 25, pp. 580-587 and Chapter 26, pp. 587-592
(S) Documents on World War I: excerpts from "Treaty of Versailles" and from John Maynard Keynes, "The Economic Consequences of the Peace, 1920"

31 March Retreat from Democracy and the Rise of Fascism and Nazism
Readings: Spielvogel, Chapter 26, pp. 593-600
(S) Documents on the rise of Fascism: excerpt from Benito Mussolini, "Fascist Doctrine."

Week Twelve

5 April Life under Authoritarian Rule: the Nazi State and Propaganda
Readings: Spielvogel, Chapter 26, pp. 605-607
(S) Documents on the Nazi Propaganda Machine: "Selling A Totalitarian System" / **Class discussion on Documents**
Short Essay # 3 Due

All students MUST write Short Essay # 3

7 April The Rise of Stalinism in the Soviet Union
Readings: Spielvogel, Chapter 26, pp. 600-612

Week Thirteen

- 12 April Outbreak of World War II and Total War Again
Readings: Spielvogel, Chapter 27, pp. 613-626
- 14 April The Nazi Genocide of European Jews
Readings: Spielvogel, Chapter 27, pp. 626-639

Week Fourteen

- 19 April Cold War and the Rebuilding of Europe after World War II
Readings: Spielvogel, Chapter 28, pp.640-657
(S) Documents on Post-World War II Europe: excerpts from Winston Churchill, the Beveridge Report, and U.S. Report on the European Common Market
- 21 April Europe in the 1950s and 1960s: Economic Miracle in the West and Socialism in the East
Readings: Spielvogel, Chapter 27, pp.657-665

Week Fifteen

- 26 April Europe since the 1970s: Challenges to Postwar Solutions
Readings: Spielvogel, Chapter 29 (whole chapter) and Chapter 30, pp.686-700
(S) Documents on challenges to postwar solutions: excerpts from Margaret Thatcher, The Sex Pistols, the Solidarity Movement and Mikhail Gorbachev.
- 28 April Catch Up Day / Summing Up and Concluding Thoughts
Readings: Spielvogel, Chapter 30, pp. 700-714
- 6 May Final Exam (in our usual room from 1:00pm-3:00pm)**

List of Readings available on Sakai

1. Robert Darnton, "What Was Revolutionary about the French Revolution," The New York Review of Books, vol. 35, no. 21 and 22 (January 19, 1989).
2. Documents on industrialization: "Labor Old and New: The Impact of the Industrial Revolution" includes: "The Problem," "Sources and Methods," documents under "The Evidence," "Questions to Consider," and "Epilogue."
3. Documents on the new ideologies of the 19th Century: Utopian Socialism and Liberalism, excerpts include: Robert Owen, "Utopian Socialism," John Stuart Mill, "Considerations on Representative Government," Samuel Smiles, "Self-Help."
4. Documents on progress and problems: excerpt from Karl Marx/Friedrich Engels, "The Communist Manifesto."
5. Documents on the New Imperialism: excerpts include: Charles Morris, "War and Civilization," Sir Harry Johnston, "The Backwards Peoples," Joseph Chamberlain, "The Mandate System: Britain's Duty in Egypt," Arthur James Balfour, "Problems with Which We Have to Deal in Egypt," and J. A. Hobson, "Imperialism."
6. Documents on World War I: Poems by Wilfred Owen and Siegfried Sassoon, excerpts from "Treaty of Versailles" and from John Maynard Keynes, "The Economic Consequences of the Peace, 1920."
7. Documents on Lenin and the Russian Revolution: excerpts include: "Our Programme," "Leading a Revolutionary Movement," "Proclaiming the New Soviet Government," and "Modernizing Russia."
8. Documents on the Rise of Fascism: excerpt from Benito Mussolini, "Fascist Doctrine."
9. Documents on the Nazi Propaganda Machine: "Selling A Totalitarian System" includes: "The Problem," "Sources and Method," documents under "The Evidence," "Questions to Consider," and Epilogue."
10. Documents on Post-World War II Europe: excerpts include Winston Churchill, "Iron Curtain Speech," Sir William Beveridge, "Social and Allied Services (The Beveridge Report)" and U.S. States Department of State Press Statement, "On the European Common Market and the Free Trade Area."
11. Documents on challenges to postwar solutions: excerpts include from Margaret Thatcher, "Speech to the Conservative Party Conference (1980); The Sex Pistols, "God Save the Queen" Lyrics (1977); Solidarity, "Twenty-One Demands" (1980); Mikhail Gorbachev, "Perestroika" (1987).

Description of Learning Outcomes for Historical Knowledge Area

Students who take History 102 will be able to:

1. Identify, outline and define key events, processes, and themes of modern European history.
2. Explain, summarize, and compare different cultural, economic, and political transformations that took place across modern Europe, and elucidate how they affect different societies today.
3. Analyze and construct arguments about the crises, transitions, changes, and legacies of the historical developments and contexts that we will study.
4. Evaluate and critique the construction of historical knowledge, paying special attention to the interpretation of different sources (including the primary sources we will read) as well as the use of different intellectual approaches and paradigms.

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Please follow the department's website and social media pages:

Website: luc.edu/history

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Twitter: twitter.com/loyolahistdept

Flickr: flickr.com/people/luchistorydepartment

The Loyola History Department's website and social media pages are updated frequently with event announcements, internship and job opportunities, faculty and student achievements, and other news about the department and the history profession. In addition, the website contains a wealth of information essential for students taking history courses, including guidelines for majors and minors, details about scholarships and essay contests, faculty bios and course descriptions, and the department's "Major in History" career guide.