

Hist 102: The Evolution of Western Ideas and Institutions Since the 17th century

Spring 2023 Mondays/Wednesdays 2:15-3:30

Sala _____

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Office hours (Faculty Office): Mondays/Wednesdays 1:45-2:15 and by appointment

Course Description

This course explores and examines the cross-cultural, global exchanges that have shaped Western history from the discovery of the New World in 1492 through the present day. Drawing connections between the social, cultural, political, economic, and intellectual happenings in every era, it demonstrates that the West is not a fixed region, but rather a living, evolving construct spanning continents and seas. The chronological narrative emphasizes the wide variety of peoples and cultures that have contributed to Western civilization and places them together in a common context, enabling students to witness the unfolding of Western history, understand change over time, and recognize fundamental relationships.

One of the general themes that will run throughout this course is the "**world view**," that is, the collection of mental constructs which gave the world meaning for individuals and entire societies in a given period. Another general theme is **historical context**, that is, the accumulation and interaction of past events and existing world views which lead to historical change. A third major theme is **technology and culture** as defining aspects of what it means to be "Western," in terms of the major innovations that have shaped life in the Western world over the past five centuries. A fourth major theme is the **discipline of history** itself, in terms of how we know what we know about the past. The object of this course is to examine and connect world views, technological and cultural shifts, and approaches to history as they have appeared throughout the 500 years in consideration. In the end, the student will have a firm grasp of what is meant by the "Western tradition" today.

Learning Outcomes

As a result of this course the student should be able to:

- identify the key historical persons, events, ideas, and international trends of Western civilization from 1492 through the present day (see **examinations** and **homework** below);
- determine the main political, social, economic, cultural, technological, and intellectual aspects of the individual cultures contributing to Western civilization and assess their development (see **examinations** and **homework** below);
- assess the contributions, individual and collective, of the above two points to the development of Western civilization, both within and across historical periods (see **examinations** and **homework** below);
- develop basic skills in historical research, critical thinking, and communication (see **Assignments 1 and 2** below).

Required Textbooks and Materials

L. Hunt, T. R. Martin, B. H. Rosenwein, and B. G. Smith, *The Making of the West: Peoples and Cultures*. Volume 2: *Since 1500*. 6th edition. Bedford-St. Martin's, 2019. [Available as an ebook](#).

Attendance Policy

In accordance with the JFRC mission to promote a higher level of academic rigor, all courses adhere to the following absence policy. Prompt attendance, preparation and active participation in course discussions are expected from every student.

- For all classes meeting once a week, students cannot incur more than one unexcused absence.
- For all classes meeting twice a week, students cannot incur more than two unexcused absences.
- For all classes meeting three times a week, students cannot incur more than two unexcused absences.

As this course meets twice a week, a total of two unexcused absences will be permitted. **Unexcused absences beyond these will result in a 1% lowering of the final course grade for every absence after the “approved limit.”** The collective health of the JFRC is everyone’s responsibility. **DO NOT ATTEND CLASS IF YOU ARE ILL.**

Assessment Components and Schedule

Assessment	Date	%
Attendance and participation	N/A	10%
Homework (“Review Questions” and “Making Connections” x 16)	N/A	10%
Assignment 1	2/2	10%
Mid-term exam	3/1	25%
Assignment 2	4/17, 19	10%
Final exam	4/26	35%
TOTAL		100%

Assessment Descriptions

The mid-term examination will test the student’s understanding of the major historical events, figures, and trends covered up to that moment. The final examination will concentrate on the major historical events, figures, and trends covered in the second half of the course. Both exams will be based comprehensively on notes taken during class lectures and discussions, assignments, and the course readings.

A. The **mid-term exam** will consist of

1. a series of terms (historical persons, places, concepts) to be identified briefly (2-4 sentences) in relation to their significance for the history of Western civilization;
2. a timeline of events to be arranged in chronological order;
3. a blank map to be labeled (for example, with the names of major cities and countries); and
4. one short (3+ pages) essay addressing a theme in the history of Western civilization.

B. The **final exam** will consist of

1. a series of terms (historical persons, places, concepts) to be identified briefly (2-4 sentences) in relation to their significance for the history of Western civilization;
2. a timeline of events, to be arranged in chronological order; and
3. a blank map to be labeled (for example, with the names of major cities and countries); and
4. one longer (5+ page) essay addressing a theme in the history of Western civilization.

C. The **homework** consists of answering the “Review Questions” and “Making Connections” sections at the end of each chapter in the textbook (16 total). The answers are submitted via Sakai or e-mail before the relevant chapter or material is covered in class.

D. **Assignment 1** is a brief written summary (minimum 2 double-spaced typed pages of text) of research into the student’s family history in order to exemplify some of the problems commonly encountered in composing history. A detailed description of the assignment is available on Sakai, in the “Assignments” section.

E. **Assignment 2** is a brief research project relating the most important facts/details about, and the overall significance of, a **specific place or monument in Rome** (location, date of creation, creator, materials, notable associated events and personalities, etc.) within the context of the history of Western civilization from 1500 to today.

For Assignment 2 the student will

1. compose a brief written summary of the research (minimum 3 double-spaced typed pages of text, including bibliography/list of works cited) and
2. make a brief (6-minute) presentation of the research before the class with images and bulleted lists of the most important points.

The individual topics and presentation dates for Assignment 2 will be assigned in Week 8. The instructor will provide guidance on research sources. A detailed description of the assignment is available on Sakai, in the “Assignments” section.

The paper and presentation for Assignment 2 will be evaluated on

1. the quality and depth of the research and
2. the clarity of the delivery, both written and oral.

Grading

The course grade scale is 94-100 = A, 90-93 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 60-66 = D, 59 and below = F.

Academic Honesty

Plagiarism and other forms of academic dishonesty are unacceptable at the JFRC and will be dealt with in accordance with Loyola University Chicago’s guidelines. Please familiarize yourself with Loyola’s standards [here](#):

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

Students are responsible for complying with the LUC Student Handbook.

Late or Missed Assignments

Late or missed assignments will not be accepted for grading without the authorization of the instructor.

Accessibility Accommodations

Students registered with the Student Accessibility Center requiring academic accommodations should contact the Office of the Dean at the John Felice Rome Center in the first week of classes.

How to do well in this course

- Take good notes in class. Detailed questions that require more time than can be addressed in class should be posed to the instructor at the beginning or end of class.
- Do the readings BEFORE the class in which they will be discussed.
- Jot down notes, observations, and comments about each chapter and bring them to class.
- Complete the homework, *submitting your answers to the instructor via Sakai or e-mail by midnight before the class in which the material is covered*. Insufficient homework can be corrected and resubmitted for credit.
- Take all assignments seriously and do not do them at the last minute.
- See the instructor with any concerns about content, expectations, or performance.
- Come to class with specific questions and comments in mind.
- Participate. Ask questions and contribute to the discussion in an informed way.

The importance of the readings and class attendance cannot be over-emphasized. The readings provide the broad context and general narrative for Western history; the in-class lectures explore specific themes, events, institutions and individuals.

Class Policies

- As the material presented in the course is cumulative in nature, attendance in class is mandatory. Attendance will be taken at the beginning of every class.
- Students will be given readings for each class meeting. Students are expected to be able to discuss the contents of the readings in class.
- Constructive participation in class discussions is essential. Students are encouraged make observations and ask questions.
- All work in class will be based on lectures, readings, assignments, and discussions. As history is by nature largely subjective and often touches sensitive subjects (race, gender, politics, religion, class, sexuality), there is a lot of room for debate, disagreement, and definition. Be curious and forthright, and always respectful.
- During class smartphones and other personal communication devices should be switched off or set to silent mode.
- Lectures may be recorded for study purposes, but only with the instructor's prior and express permission.
- Students are expected to do all of their assigned work independently, including the assignments and the homework.

Disruptive Classroom Behavior

The classroom is a particular environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of

academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process will count significantly against the participation grade component and may lead to disciplinary action and/or removal from class. Disruptive behavior includes, but is not limited to, habitually:

- cross-talking or talking out of turn
- whispering or talking to classmates
- reading non-related materials on paper or digital media
- communicating with external parties in any format (phone, text message, VoIP, e-mail, etc.)
- working on any other coursework during class
- arriving to class late or leaving class early
- exiting and re-entering the classroom for bathroom breaks and other non-emergency uses
- sleeping
- eating

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. It is the student's responsibility to check for announcements made during his/her absence.

Weekly course schedule

Week 1

M 1/16 Introduction

W 1/18 What is history, where does it come from, and how do you make it?

Week 2

M 1/23 What you missed in Hist 101

W 1/25 Global Encounters and the Shock of Reformation

Readings: Chapter 14

Week 3

M 1/30 Wars of Religion and the Clash of Worldviews

Readings: Chapter 15

W 2/1 Absolutism, Constitutionalism, and the Search for Order

Readings: Chapter 16

Th 2/2 Assignment 1 due

Week 4

M 2/6 The Atlantic System and Its Consequences

Readings: Chapter 17

W 2/8 The Promise of Enlightenment

Readings: Chapter 18

Week 5

M 2/13 The Cataclysm of Revolution

Readings: Chapter 19

W 2/15 Napoleon and the Revolutionary Legacy

Readings: Chapter 20

Week 6

M 2/20 Industrialization and Social Ferment

Readings: Chapter 21

W 2/22 review for mid-term exam (Chapters 14-21)

F 2/24 Brief history of slavery

Week 7

M 2/27 Politics and Culture of the Nation-State

Readings: Chapter 22

W 3/1 Mid-term exam

Week 8 SPRING BREAK (March 3-12)

Week 9

M 3/13 Empire, Industry, and Everyday Life

Readings: Chapter 23

W 3/15 Modernity and the Road to War

Readings: Chapter 24

Week 10

M 3/20 World War I and Its Aftermath

Readings: Chapter 25

W 3/22 The Great Depression and World War II

Readings: Chapter 26

Week 11

M 3/27 The Cold War and the Remaking of Europe

Readings: Chapter 27

W 3/29 Brief history of the Jewish people

Week 12

M 4/3 Postindustrial Society and the End of the Cold War Order

Readings: Chapter 28

W 4/5 A New Globalism

Readings: Chapter 29

EASTER RECESS April 7-10

Week 13

W 4/12 Review for final exam; making connections between past and present

Week 14

M 4/17 The enduring role and importance of Rome in Western civilization 1

Assignment 2 due (group 1)

W 4/19 The enduring role and importance of Rome in Western civilization 2

Assignment 2 due (group 2)

Week 15

W 4/26 11:30-1:30 Final examination