**History 1020-001 Western Civilization 2: From the 16\textsuperscript{th} Century to the Present (A.k.a., Empire, Revolution & Global War: European History since 1600)**

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Office Hours: Mondays 1:15 – 3:15 PM, Thursdays 10:30 AM – Noon and by appointment  
Spring 2015

**ABOUT THE COURSE**

**Course Description:** This course surveys the major political, economic, social and cultural developments of modern Europe history and their impact on global history c. 1600 to c. 2000. Major themes to be examined include the importance of religion in European society from the time of the Reformation through the late 18\textsuperscript{th} century; the emergence of the nation state, democratic and revolutionary politics, and national identity in Europe; the development, significance, and impact of scientific ideas and rationalist philosophy; the origins, development and global impact of European colonialism and imperialism; industrialization and its transformative impact on society; the effect of war on European society, especially the World Wars of early 20\textsuperscript{th} century, and finally the retreat from empire and the Cold War division of Europe in the late 20\textsuperscript{th} century.

**Course goals:** Students will gain a basic understanding of key issues in European history from 1600 to 2000. Students will gain critical reading skills, learning to appraise both primary and secondary source material with a critical eye. Students will learn to use historical evidence to build and support their own arguments.

**Meeting time and place:** Hale 270, MoWeFr 12:00-12:50 p.m.

**TAs:** The TAs for this course are: Elizabeth Libero (Elizabeth.Libero@Colorado.EDU) and Amanda Nerbovig (Amanda.Nerbovig@Colorado.EDU)

**Course website:** This syllabus and other class materials will be posted on Desire2Learn (D2L). Class announcements will be made here as well. The use of D2L is required for this class.

**READINGS**

**The textbook for this class is:** Hunt, Lynn, et. al. *The Making of the West: Peoples and Cultures, A Concise History.* Volume II. Boston: Bedford St. Martin’s, 2013.  
(Your text has a companion website, which you should use: [http://bcs.bedfordstmartins.com/huntconcise4e](http://bcs.bedfordstmartins.com/huntconcise4e). I will explain more about how to access the full site after the add deadline (1/21/2014)

**Primary-source Document Reader is:** Lualdi, Katharine. *Sources of the Making of the West: Peoples and Cultures.* Volume II. Boston: Bedford St. Martin’s, 2013.

**Additional Short Books:**


**Article excerpts on D2L:** short excerpts (10 pages or so) from longer scholarly articles or historical monographs.
Grades:

- **Midterm Exams (2). (40%)** There will be two midterm exams in this course. Each counts for 20% of your final grade. Midterm 1 will consist of a short take-home essay on *Candide* and a 50-minute in-class short answer/essay bluebook exam, and Midterm 2 will consist of a short take-home essay on *The Communist Manifesto* and a 50-minute in-class short answer/essay bluebook exam.

- **Final Exam. (40%)** There will be a comprehensive final exam on **Tuesday May 5, 2015 at 1:30 PM**. The exam will be taken in class and consist of several short answer sections, one essay question on the final third of class, and one comprehensive essay.

- **Term Paper. (15%)** You will write one four- to five page paper this semester. You will receive the possible prompts of the paper after the second midterm along with detailed instructions. In the paper you will have to compare two or more of the documents from the primary-source document reader or two of the articles excerpts on D2L. The paper due date is in the class schedule.

- **Participation. (5%)** This will largely be based on your attendance in class though the instructor could assign homework that would figure into this part of your grade. We will start taking attendance on Friday January 23, 2015

Please note: Students who do not complete ALL of the assigned coursework will receive an F in the class, irrespective of the grades of any other completed work.

**Explanation of the Grading Scale:**

- The highest possible grade, an **“A”** paper or exam demonstrates exceptional insight as well as an outstanding mastery of the course or research material. Students who achieve this grade have proven that they have a nuanced understanding of the theoretical issues and historical content presented in the course. Their arguments show intellectual originality and creativity and are sensitive to historical context. They articulate their ideas with clarity and elegance.

- An **“A-”** paper or exam demonstrates an excellent mastery of the course or research material. Students who achieve this grade have displayed independent thought, superior analytical skills, considerable insight, and the ability to articulate their ideas with clarity.

- A **“B+”** paper or exam exhibits a strong mastery of the course or research material. Students who achieve this grade have shown very competent analytical skills, good insight, and the ability to articulate their ideas with reasonable success. They give evidence of independent thought, but their arguments are not presented as clearly or convincingly as those who earn the highest grades.

- A **“B”** or **“B-”** paper or exam exhibits a good mastery of the course or research material. Students in this grade range display occasional insights, but generally provide a less than thorough defense of their independent theses because of weaknesses in writing, argument, organization or use of evidence.

- A **“C+”, “C” or “C-”** paper or exam demonstrates an acceptable mastery of the course or research material, but with very little evidence of insight into the conceptual issues raised by the readings. Students who achieve this grade offer little more than a mere summary of ideas and information covered in the course, are insensitive to historical context, suffer from factual errors, unclear writing, poor organization or inadequate research (or some combination of the above).

- Whereas the grading standards for written work between **“A”** and **“C-”** are concerned with the presentation of argument and evidence, a paper or exam that belongs to a lower category demonstrates an inadequate command of the course or research material.

- A **“D”** paper or exam demonstrates serious deficiencies or severe flaws in the student’s command of course or research material.

- An **“F”** paper or exam demonstrates no competence in the course or research materials. It indicates the student’s neglect or lack of effort in the course.
POLICIES

**Laptops and other electronic devices** significantly undermine most classroom learning environments.\(^1\) As a consequence, such devices are not permitted in this class. Notes should be taken by hand. Laptops, tablets, cell phones, and other electronic devices should be turned off and stowed out of sight. Please see the professor before class if you need to have a cell phone on for crisis situation. Otherwise, each use of an electronic device in class will result in the reduction of your final grade by one full letter.

**Attendance** at lectures is expected. Because lecture material may well present a view that is different from that found in the text and cover different topics than the text, it will be difficult to do well in this course if you miss class. Moreover, the lectures and your text will provide you with a broad, historical framework that will help you to contextualize and better understand your other readings (documents, books & article excerpts). Do not rely on note-taking services. The notes that they generate are often rife with errors and misinformation.

**Leaving the room during class** is disruptive and distracting to everyone else in the room. Please use the restroom and make necessary phone calls before class begins.

**Athletes and others** who must miss class meetings for travel on official university business are expected to provide the professor with a full schedule at the beginning of term and to remind the professor before each absence. Otherwise the absence will be considered unexcused. You are responsible for all the material covered in missed recitation meetings and lectures.

**Late papers:** In recognition of the fact that everyone deals with scheduling conflicts, family emergencies, and other crises at some point, late papers will be accepted without penalty so long as they are turned in within a three-day grace period following the paper due date. You do not need permission to utilize this grace period, nor do you need to provide a reason. Simply submit your paper within the allotted three days, and there will be no penalty. Easy!

Extensions beyond this three-day grace period will only be granted at Dr. Tally’s discretion and only in the event of an extreme illness or family emergency that keeps you away from class for more than one week. You must contact Dr. Tally by email as soon as possible, and you must provide appropriate documentation of your illness or family emergency.

**Make-up exams** will only be administered in the event of extreme illness or family emergency. You must provide appropriate documentation of your illness or emergency, and you must contact Dr. Tally three days of the original mid-term date in order to schedule a make-up exam. Make-up exams are likely to differ from regular exams, and they will be administered at the convenience of the instructor and the TAs. You must make this work with your schedule.

**Accommodation in support of disabilities:** If you qualify for accommodations because of a disability, please submit to Dr. Tally a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with Dr. Tally.

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Absences due to religious observances: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you are expected to provide Dr. Tally with a list of dates by the third week of class and to plan in advance so you have access to someone else's notes for the class missed. You are not exempt from readings and assignments for these absences. See full details at http://www.colorado.edu/policies/fac_relig.html.

Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

Discrimination and harassment: The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/.

Academic Honesty: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu. If you are uncertain about what constitutes plagiarism, please ask.
Lecture and Reading Schedule (subject to change)

You should do the assigned reading, including thoughtfully considering all the questions posed by the authors, before lecture.

- Text = Hunt, Lynn, et. al. The Making of the West: Peoples and Cultures, A Concise History. Volume II.
- Source book = Lualdi, Katharine. Sources of the Making of the West: Peoples and Cultures. Volume II.
- "D2L articles" are short excerpts (10 pages or so) from longer scholarly articles or historical monographs that are posted in PDF form on D2L.

**Week 1**

12 January (Monday) Overview and Geography of Europe
[Read the syllabus]

14 January (Wednesday) Exploration & Reformation: Europe 1450 to 1600
[Text, 431-469; Source book, 1-3, 33-39 – Introduction: Working with Historical Sources, Legislating Tolerance: Henry IV, Edict of Nantes (1598) & Barbarians All: Michel de Montaigne, Of Cannibals (1580s); D2L article, Natalie Z. Davis, “The Rites of Violence in Sixteenth-Century France”]

16 January (Friday) The Thirty Years War, 1618 - 1648
[Text, 470-481; Source book, 39-43 – Defending Religious Liberty: Apology of the Bohemian Estates (May 25, 1618); D2L article, Richard van Dülmen, “Rituals of Execution in Early Modern Germany”]

**Week 2**

19 January (Monday) No Class - Martin Luther King Day

21 January (Wednesday) Early Modern Society, 1600 - 1789
[Text, 475-581; D2L article, Christopher R. Friedrichs, “Poverty and Marginality in the Early Modern City”]

23 January (Friday) Absolutism in France and Central & Eastern Europe, 1589 - 1740
[Text, 493 - 501, 513-518, 549-553; Source book, 54-58, 72-74, 82-85 — Mercantilism in the Colonies: Jean-Bapiste Colbert, Instructions (1667, 1668) and A Royal Ordinance (1669), Opposing Serfdom: Ludwig Fabritius, The Revolt of Stenka Razin (1670) & Westernizing Russian Culture: Peter I, Decrees and Statutes (1701-1723)]

**Week 3**

26 January (Monday) Civil War & Constitutionalism in England, 1603 - 1697

28 January (Wednesday) The Scientific Revolution of the 17th Century
[Text, 481-487; Source book, 43-46 – The Scientific Challenge: Galileo, Letter to the Grand Duchess Christina (1615)]

30 January (Friday) Science, Religion, and Witchcraft in the 17th Century
[Text, 487-491; Source book, 47-53 – The Persecution of Witches: The Trial of Suzanne Gaudry (1652); D2L article, Robin Briggs, “The Witch-Figure and the Sabbat”]
Week 4

2 February (Monday) The Atlantic System & the Dutch Republic, 1600-1714
[Text, 509-512, 529-538; Source book, 75-82 – Captivity and Enslavement: Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano Written by Himself (1789) & A “Sober and Wholesome Drink”: A Brief Description of the Excellent Vertues of That Sober and Wholesome Drink, Called Coffee (1674)]

4 February (Wednesday) Wars for Empire & Global Markets, 1714-1763
[Start reading Voltaire’s Candide. You should finish this short book by Feb. 13]

6 February (Friday) The Age of Enlightenment, 1650s-1780s
[Text, 518-527, 554-571; Source book, 85-101 – Early Enlightenment: Voltaire, Letter Concerning the English Nation (1733) & Questioning Women’s Submission: Mary Astell, Reflections upon Marriage (1706) & Rethinking Modern Civilization: Jean-Jacques Rousseau, Discourse on the Origin of the Foundations of Inequality among Men (1753)]

Week 5

9 February (Monday) Critiquing the Enlightenment, 1650s-1780s

11 February (Wednesday) Politics during the Enlightenment, 1740s-1780s
[Text, 580-593; Source book, 110-111 – Enlightened Monarchy: Frederick II, Political Testament (1752); D2L article, Robert Darnton, “The Great Cat Massacre”]

13 February (Friday) The Old Regime & Outbreak of the French Revolution to 1792

Week 6

16 February (Monday) The Radical Revolution & Revolutionary War, 1792-1798
[Text, 604-625; Source book, 124-133 – Defending Terror: Maximilien Robespierre, Report on the Principles of Political Morality (1794) & Liberty for All?: Decree of General Liberty (August 29, 1793) and Bramante Lazzary, General Call to Local Insurgents (August 30, 1793); D2L article, Dominque Godineau, “Political Culture and Female Sociability in the French Revolution.”]

18 February (Wednesday) Napoleon and the Export of Revolution, 1799-1815
[Text, 627-641; Source book, 134-137 – Napoleon in Egypt: The Chronicle of Abd al-Rahman al-Jabarti (1798)]

20 February (Friday) MIDTERM 1
**Week 7**

23 February (Monday)  
The Agricultural and Demographic Revolutions  
[Start reading Marx and Engel's *The Communist Manifesto*. You should finish this short book by March 6]

25 February (Wednesday)  
The Industrial Revolution  

27 February (Friday)  
The Social Consequences of Industrialization  

**Week 8**

2 March (Monday)  
The Congress System & Romanticism, 1815-1825  

4 March (Wednesday)  
The Age of Ideology , 1815-1848  
[Text, 677-684, D2L article, Richard J. Evans, “The Challenge of Cholera in Hamburg”]

6 March (Friday)  
The Revolutions of 1848 & the Marxist Challenge  
[Text, 684-693; Source book, 166-168 – Demanding Political Freedom: *Address by the Hungarian Parliament* (March 14, 1848) and *Demands of the Hungarian People* (March 15, 1848; Make sure to have finished Marx and Engel's *The Communist Manifesto*.]

**Week 9**

9 March (Monday)  
Italian & German National Unification, 1850 - 1890  

11 March (Wednesday)  
Problems in the Austria, Ottoman & Russian Empires, 1850 - 1914  
[Text, 708-709; Source book, 160-163 – Ending Serfdom in Russia: Peter Kropótkin, *Memoirs of a Revolutionist* (1861); D2L article, Stephen P. Frank, “Popular Justice, Community, and Culture among the Russian Peasantry, 1870-1900”]

13 March (Friday)  
Democracy, Nationalism & Race, 1850 -1914  
Week 10

16 March (Monday) The New Imperialism, 1870-1914
[Text, 676-677, 731-740; Source book, 168-170, 186-190 – Imperialism and Opium: Commissioner Lin, Letter to Queen Victoria (1839) & Defending Conquest: Jules Ferry, Speech before the French National Assembly (1883)]

18 March (Wednesday) Scramble for Empire, 1870-1914
[Text, 786-793; Source book, 190-193, 218-221 – Resisting Imperialism: Ndansi Kumalo, His Story (1890s) & Imperialism and Anti-Imperialism: Rudyard Kipling, The White Man’s Burden and Editorial from the San Francisco Call (1899)]

20 March (Friday) Imperialism, Intellectual Controversy & European Culture, 1850-1914

SPRING BREAK (March 23-27, 2015)

Week 11

30 March (Monday) The Causes of World War I
[Text, 791-801; Source book, 221-225 – Exalting War: Heinrich von Treitschke, Place of Warfare in the State (1897-1898) and Henri Massis and Alfred de Tarde, The Young People of Today (1912)]

1 April (Wednesday) MIDTERM II

3 April (Friday) The Great War, 1914-1918

Week 12

6 April (Monday) The Russian Revolution & the Peace Settlement, 1917-1919
[Text, 812-821; Source book, 231-235 – Revolutionary Marxism Defended: Vladimir Ilyich Lenin, The State and Revolution (1917)]

8 April (Wednesday) The Search for Stability in Western Europe, 1920-1936
[Text, 821-32; D2L article, Alex de Jonge, “Inflation in Weimar Germany”]

10 April (Friday) Fascist Italy and Nazi Germany, 1924-1936
[Text, 834-846, 849-852; Source book, 235-246 – Establishing Fascism in Italy: Benito Mussolini, The Doctrine of Fascism (1932), A New Form of Anti-Semitism: Adolf Hitler, Mein Kampf (1925) & Socialist Nationalism: Joseph Goebbels, Nazi Propaganda Pamphlet (1930); Start reading Sebastian Haffner’s The Meaning of Hitler. You should finish this short book by April 20]
Week 13

13 April (Monday)  The Soviet Union under Stalin, 1921-1939
[Text, 832-34, 846-848; D2L article, William J. Chase, “Daily Life in Moscow, 1921-1929”]

15 April (Wednesday)  The Road to World War II, 1931-1939
[Text, 852-863; Source book, 246-252 – The Spanish Civil War: Eyewitness Accounts of the Bombing of Guernica (1937) & Seeking a Diplomatic Solution: Neville Chamberlain, Speech on the Munich Crisis (1938)]

17 April (Friday)  World War II: Fascism & Militarism Triumphant, 1939-1942
[Text, 863-869; Source book, 252-258 – The Final Solution: Sam Bankhalter and Hinda Kibort, Memories of the Holocaust (1938–1945); D2L article, Christopher R. Browning, “German Killers in the Holocaust: Behavior and Motivation”]

Week 14

20 April (Monday)  World War II: The Allies turn the Tide, 1943-45
[Text, 869-877; Source book, 258-262 – Atomic Catastrophe: Michihiko Hachiya, Hiroshima Diary (August 7, 1945)]

22 April (Wednesday)  Postwar Europe and the Early Cold War, 1945-1952

TERM PAPER DUE BY MIDNIGHT VIA D2L DROPBOX

24 April (Friday)  The End of European Empire, 1945-1970s

Week 15

27 April (Monday)  Expanding the Cold War and the Nuclear Threat, 1949-1975

29 April (Wednesday)  The End of Communism, 1975-2000

1 May (Friday)  A United Europe?, 1950-2000s

2 May (Saturday)  Final Exam Review Session (Time and Place to be announced)

5 May (Tuesday)  FINAL EXAM 1:30 PM – 4:00 PM