

Course Syllabus
HIST 2312: Western Civilization since 1660

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Office Hours: after school daily (3:40-4:15); or by appointment.

Course Description

To begin at the beginning is to begin with what is right in front of us. Most immediate of all is the educational project itself, a project which is fundamentally civilizational in character. It aims at far more than simply communicating a *way* of life from one generation to the next. Every species of animals has a way of life; only human beings speak of civilizations. The educational project, and the civilizational goal that it reflects, aims to bring about something that approximates the best way of life—or the correct way of life—for human beings.

“Western Civilization” is a modern concept. It is a product of the Enlightenment. It reflected, somewhat problematically, the emerging consciousness of a shared cultural heritage—a consciousness that reached full maturity in the 17th and 18th centuries. But it was also a term of differentiation which implied the existence of civilizational alternatives. In particular it implied an Eastern alternative. And it cannot be doubted that the growing cultural awareness of an Oriental alternative helped give life to the idea of “the West” as something more than a vague geographic descriptor. For things are known in two ways, by what they are and also by what they are not.

But what is the West? And what is it not?—What did “the West” mean to those Enlightenment men who conceived it, and from whom we have inherited it?—And to what degree is that meaning grounded in the realities of history and human nature?

The twin roots of Western Civilization are Judeo-Christian monotheism and Greek philosophy. To study Western Civilization means, then, to study the interplay of these ideas as they have emerged into the full light of modern history, and to study the interaction of peoples who held these ideas close. It is to observe how those ideas have developed; how they have cooperated and competed over time; how they have been transfigured by historical contingencies. The same Enlightenment which gave birth to the idea of the West was itself a product of the western tradition—a tradition which in time produced our notion of modern science and laid a foundation in political philosophy for the emergence of constitutional democracies. And though it is surely problematic from the point of view of modern sociology to give definite form to a concept like “the West”, it must also be admitted that the skeptical posture of modern sociology is itself a product of a specifically western intellectual tradition. We can say that although the Enlightenment may have produced the West as a concept, certainly it was the western tradition which produced the Enlightenment. Thus it is only in the light of the western tradition that the concept of the West can be doubted in any plausible way.

Student Learning Outcomes

Students will be able to . . .

- analyze cause and effect in the development of Western Civilization, from the year 1660 through the end of the Cold War.
- analyze the relationship between economics, politics, demography, and social structure in world history since 1660.
- synthesize assigned readings and lectures into a coherent, fact-based narrative that demonstrates critical thinking skills.
- analyze historical documents in light of their context and particular point of view.
- evaluate the unspoken premises that are necessarily involved in the creation of any interpretive framework for history, including our own.

Grading Policy

Calculating 6-Weeks Grades

- For dual credit courses, major grades count for 70% of the total grade in each 6-week grading period; daily grades count for 30% of the total grade.

Major Grades

- As a general rule, there will be an examination during each 3 week grading period. The examination may or may not correlate to the units of study that are listed below. The units of study do not always fit neatly within the grading periods that are mandated.
- There can be no less than two major grades in each 6 weeks grading period. The major grades will usually be examinations, although projects may also be assigned as major grades.

Daily Grades

- The most challenging of the daily grades will definitely be reading quizzes, which you can expect on a regular basis throughout the semester.
- There will be other daily grades given from time to time, including the completion of timeline exercises, reading guides, map exercises, etc. These should generally be high grades.

Final Exam

- The Final Exam will be scheduled, tentatively, for 11-12 May 2022.

The Reading List

Primary Text

Spielvogel, Jackson J. *Western Civilization to 1715, vol. I*. 5th Edition. 2003.

Major Supplementary readings will include selections from . . .

- Bossuet, Jacques-Benigne. *Discourse on Universal History*, 1681
- Fukuyama, Francis. from *The Last Man and the End of History*, 1992.
- Johnson, Paul. from *Modern Times* (“Waiting for Hitler”), 1983.
- Johnson, Paul. from *The Birth of the Modern* (“The End of the Wilderness”), 1991.
- Marx, Karl. from *The Communist Manifesto*, 1848.
- Orwell, George. “Shooting an Elephant”, 1936.
- Remnick, David. from *Lenin’s Tomb*, 1994.
- Rodo, Jose Enrique. *Ariel*, 1900.
- Rousseau, Jean Jacques. *Discourse on the Arts and Sciences*, 1750.
- Tuchman, Barbara. from *The Guns of August*, 1962.

Course Sequence

Unit 7: Enlightenment and the Expansion of the West

- Session 1: Bossuet & Universal History—Philosophy of History
- Session 2: Enlightenment Thinkers: Copernicus, Newton, Descartes, Hobbes, Locke
- Session 3: Portugal & Spain in the Early Modern Period
- Session 4: The British Dominions: Scotland, Ireland, Australia, South Africa, and India
- Session 5: Habsburgs, Bourbons, and the Thirty Year’s War

Unit 8: The Age of Revolution

- Session 6: Prussians, Slavs, and the Situation in Eastern Europe by 1750
- Session 7: Russians and the Ottoman Turks
- Session 8: The French Revolution, Part 1—the Idealist Phase
- Session 9: The French Revolution, Part 2—Radical Revolution
- Session 10: Napoleon to the Congress of Vienna
- Session 11: Where Does Revolution Go Next?—Latin America—Bolivar

Unit 9: The 19th Century Synthesis

- Session 12: Johnson: “End of the Wilderness”
- Session 13: Singapore, the Opening of China and Japan

- Session 14: Hegel, Marx, and the End of History
- Session 15: The Industrial Revolution and its Impact
- Session 16: The Year of the Revolutions: 1848
- Session 17: Crimean War to Franco-Prussian War

Unit 10:

- Session 18: German and Italian Unification
- Session 19: Revanchism and the Alliance System
- Session 20: World War 1—the War in the West
- Session 20: World War 1—the Russian Revolution
- Session 21: Paris Peace Conference—Treaties of Versailles and Sevres

Unit 11:

- Session 22: Johnson: “Waiting for Hitler”—Germany in the 20s
- Session 23: The West Between the Wars—Fascism, Heidegger, & the League of Nations
- Session 24: Asia Between the Wars—Japanese Expansion
- Session 25: World War 2, Part 1
- Session 26: World War 2, Part 2

Unit 12: The Last Man and the End of History

- Session 27: The Cold War, Part 1—Berlin, Korea, and the New Alliance System
- Session 28: Decolonization in Africa and Asia—The non-Aligned World
- Session 29: The Affluent Society—the West in the 50s and 60s
- Session 30: Israel and the Modern Middle East
- Session 31: The Cold War, Part 2—Vietnam and Afghanistan
- Session 32: The War on Terror
- Session 33: Fukuyama, re: the Last Man and the End of History

Student Conduct Policies

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Disability Services

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting: Dallas A. Swafford, Director of Student Disability Services (325) 942-2047 (dallas.swafford@angelo.edu).

Title IX Statement

Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU's Title IX Coordinator:

Michelle Nicole Boone, J.D.

Director of Title IX Compliance

Michelle.boone@angelo.edu 325-486-6357 :: Mayer Administration Building 204

Absence for Religious Holy Day

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog