



**Western Civilization, 1500-1991**  
**WCV 102-02/WCV 102-02D – Fall 2011**  
**UNC-Greensboro**

**Instructor Info**

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**Office Hours:** By Appointment – email me if you'd like to set up a time to meet in person, on UNCG email chat, or over Skype.

**Course Description**

This course provides an overview of key trends and events in European history from the sixteenth century through the end of the twentieth century. We will address events including, but not limited to, the Protestant Reformation, exploration and colonization in the Americas, the Scientific Revolution, the Age of Enlightenment, political revolutions, the rise of industrialization, both World Wars, the Cold War, and the emergence of globalization. Although we will spend considerable time examining the prominent figures that helped shape these events and periods, we will also explore at the experiences of regular people who lived in these centuries to gain a fuller sense of how history was created and experienced.

**Required Text**

Hunt, Lynn, et al. *The Making of The Making of the West: A Concise History, Volume II: Peoples and Cultures*, 3<sup>rd</sup> edition. New York: Bedford/St. Martins, 2010. ISBN 9780312554606

**Course Objectives**

At the end of the semester, students will be able to:

- 1) Analyze primary source materials.
- 2) Analyze historical arguments.
- 3) Locate and evaluate scholarly journal articles on historical subjects.
- 4) Identify key themes and events present in the history of Europe from the sixteenth through twentieth centuries.
- 5) Formulate and defend arguments about historical events.

## Course Format

This course meets exclusively online. There are no set meeting times. However, each week you will be required to submit assignments and complete quizzes by deadlines listed below in the course calendar. An internet connection is required to participate in the course.

Because of the nature of online courses, this class is considerably more self-directed than a traditional, face-to-face course. While you can complete the work around your own schedule, make sure that you set aside enough time each week to complete each assignment.

## Assessment

13 Weekly Reading Quizzes – 2.5% Each, Total of 30%

(I will drop your lowest quiz grade at the end of the semester, so it's 12 quizzes at 2.5% each.)

3 Primary Source Analysis Activities – 5% each, total of 15%

1 Article Analysis – 20%

1 Final Exam – 25%

Participation (on the Blackboard Discussion Board) – 10%

## Reading Quizzes

Most weeks you will take a reading quiz composed of 10 multiple choice questions. With the exception of the Week 1 quiz, questions will come from the assigned readings in *The Making of the West*. (For Week 1, all readings are available on Blackboard.) These quizzes are open-note and open-book. Keep in mind that it is possible to fail an open-book quiz; I strongly suggest that you read the material before attempting the quiz. If you need to leave the quiz and return at a later time you can do so. Make sure, though, that you save your last response before leaving. You will not be able to go back and change any of your answers after they are saved.

Quizzes are available on Blackboard under the Weekly Quizzes tab. You have until 11:59 p.m. on the day they're due to complete them.

**Except in extreme, documented emergencies, there are no opportunities to make up late reading quizzes.** I will, however, drop your lowest quiz grade at the end of the semester.

## Primary Source Analysis Activities

While a large part of what we'll be doing this semester is learning about historical events and developments, we'll also explore what it is historians do. For the record, they don't spend their days memorizing long lists of dates and facts! Instead, historians try to figure out what happened in the past by examining and analyzing sources left behind by past people.

Each week in addition to your textbook reading, I've assigned a primary source (something produced during the period we're studying). These sources will help you better understand the material we're

covering, assist you with answering the discussion board prompts, and aid you in writing your final exam essay. To help you think critically about these kinds of sources, you'll also engage in a more in depth analysis of three of them, one from each of our three units of study (one analysis on a source from Unit 1, one analysis on a source from Unit 2, and one analysis on a source from Unit 3).

To complete this assignment:

- 1) Select a source. You may use any source listed on the syllabus, provided that it corresponds with the unit we're studying. (In other words, you can use any Unit 2 source to write the Unit 2 analysis, but NOT a source from either Unit 1 or Unit 3. Similarly, to write your Unit 3 analysis, you can use any source from Unit 3, but not a source from Unit 1 or Unit 2, and so forth.)
- 2) Download the primary source analysis guide on Blackboard. This will walk you through the analysis process.
- 3) Submit your completed response under the Assignments tab on Blackboard. Analyses must be submitted by the due dates listed on the course calendar. You are more than welcome to submit them early if you'd like. This gives you some flexibility in your schedule and will allow you to work around your due dates for other assignments/other classes.
- 4) Contact me if you have any questions.

### Article Analysis

Because of the nature of this course, we must go through a lot of material at a very fast pace. The article analysis assignment allows you to investigate in more detail a topic of interest to you.

To complete this assignment:

- 1) Find a topic that interests you and that is relevant to the course. If you're unsure of a topic, you can also skim through your books for ideas. Just make sure that you pick something related to Western Civ that falls between 1500 and 2000.

(If you're unsure of whether or not your topic fits in this period, send me an email or try looking it up online. It's good to verify that your topic is relevant before you write a response that doesn't fit the course. I can also help you develop a topic if you're at a complete loss.

- 2) Find an **academic** article relevant to your topic. For this course, we want to learn what trained scholars have said about a particular subject. There is a Power Point available under Course Documents that will guide you through how to do this. If you still have questions about this, let me know. If you're unsure about whether or not you have a scholarly article, email me the citation and I'll look at it for you.
  - a. Websites like about.com, <http://www.spartacus.schoolnet.co.uk>, Wikipedia, etc. are **NOT** examples of academic sources.
  - b. You cannot pass the assignment if you do not locate an academic journal article. If you have questions about your article, ask me!**
- 3) Write a **550-800** word analysis of the article. In this analysis you need to include
  - a. A brief overview of the article, including the author's thesis (or main point he/she is trying to make).

- b. An examination of the sources that the author uses. Does he/she rely on primary, secondary, or a mix of sources? To locate your author's sources, look in the footnotes/endnotes of the article, as well as in any bibliographies/reference lists in the article.
  - c. Your own analysis of the article. Things to consider include:
    - i. How effectively does the author prove his/her point and support it?
    - ii. How did the article add to your understanding of Western Civilization?
    - iii. How useful is this article for students in a Western Civ survey course?
- 4) In terms of technical requirements for the assignment:
- a. Think of this as a formal essay. Make sure you organize it into paragraphs, proofread it, etc.
  - b. All direct quotes and/or paraphrases must be appropriately cited. For the purposes of this assignment, you can just provide the page number where you located the material
  - c. Provide a citation at the top of the first page for your article. You may use any citation style with which you are comfortable (MLA, APA, Chicago, etc.), but somewhere in the citation I need to know:
    - i. the author
    - ii. the title of the article
    - iii. the title of the journal in which it was located
    - iv. the volume (if available)
    - v. the number (if available)
    - vi. the year of publication
    - vii. the page numbers on which the article was located in the journal

An example of a citation in Chicago style:

Abreu-Ferreira, Darlene. "Terra Nova through the Iberian Looking Glass: The Portuguese Newfoundland Fishery in the Sixteenth-Century." *Canadian Historical Review* 79, no. 1 (Mar. 1998): 100-115.

Article analyses are due by 11:59 pm on **Friday, October 5**. Submit them on Blackboard under Assignments tab. Your papers will be scanned by SafeAssign, a program that checks for plagiarism.

**All late work will be penalized one letter grade for each day it is late (including weekends and holidays).**

### Final Exam

You will complete a cumulative final exam in the form of an essay. You will be given a prompt on December 2, so that you have over a week to complete it. In order to answer the question, **you must incorporate the readings from the course** into your response. There is no need to conduct outside research and **YOU WILL BE PENALIZED** if you bring in sources other than the assigned readings. (This saves you time as you don't have to track down and evaluate other sources.) Do not panic about the cumulative nature of this exam. Remember that you can use all the readings, your reading responses, and your notes as study aids. You can also utilize all of my announcements/feedback in crafting your response. If you keep up with the readings, you will not have trouble on the final. Responses should be 800-1500 words.

The final exam must be submitted by 11:59 pm on **Saturday, December 10**. **NO LATE EXAMS WILL BE ACCEPTED**. Plan accordingly.

When writing your response bear in mind that the prompt will ask you to form your own argument about a particular issue and support it with specific examples from the readings. Make sure that you organize your written response into paragraphs. Your paper will be stronger if you include a thesis statement in your introduction outlining what you intend to argue in the body of the paper. Each supporting paragraph should also have its own topic sentence. This helps with the flow of your paper and also keeps you organized and on track.

Although you are using sources assigned in the class, you must make sure that you appropriately cite all materials that you use. You are not required to give full citations, but you do need to provide the author's last name and the page number where you located the material. You may use either parenthetical citations or footnotes to do this. Since you are using only the assigned readings, no works cited/bibliography page is required.

All exams must be submitted through SafeAssign on Blackboard under the Assignments tab. **To avoid technical difficulties, make sure your paper is saved in either a .rtf or .doc format**. Your exams will be evaluated in terms of overall clarity, the strength of your argument, your use of available sources and your compliance with the requirements for the exam (word count, citations, etc.).

### Participation

While the format of this course prevents us from meeting in person, it doesn't mean that we can't have good discussions about each week's material. You earn your participation grade by engaging in these discussions. In order to do so, you'll first respond on the Blackboard discussion board to a prompt that address the material that we cover each week. After everyone has had a chance to post their thoughts, you'll then need to thoughtfully comment on at **least two** of your classmates' postings.

Initial discussion board postings are due by 11:59 pm on Thursdays and should be at least **150** words in length. (There is no word limit, but these postings aren't designed to dominate your week.) Many of the prompts will ask for your own stance on a particular historical event or issue. Strong posts will not only present your personal opinion, but will also demonstrate that you're familiar with the weekly readings. When at all possible, provide examples from the readings to help support your case, as this will also strengthen your post. I suggest writing your initial post in a word processor and saving it before you post. Every now and then Blackboard does eat people's posts and if you have a saved copy, you won't have to rewrite it.

Comments (remember that you need to post **two**) are due by 11:59 pm on Sundays. There are no requirements for the word count on these, but they should be substantive. Make sure that all comments are written in a respectful manner. It's ok to disagree with someone, but just like in a traditional classroom, I won't tolerate personal attacks.

Example of a good, substantive comment that disagrees in a respectful way: "I agree with you that US military commanders were worried about invading Japan, but I do think they should have dropped the first atomic bomb on an unoccupied area instead of going straight for a city."

Examples of comments to avoid: "Nice job," "Good," "That was interesting," etc. (You may think someone has a good, interesting post, but you should explain *why*.)

Be sure to read the chapter in *The Making of the West* before completing the other assigned readings for relevant background information. While discussion board postings are somewhat less formal than traditional papers, you should check your responses for spelling errors and ensure that they adhere to the basic mechanics of grammar. Try to avoid writing in ALL CAPS, which indicates yelling, or using chat room lingo, which some people may be unfamiliar with.

Just as an instructor in a classroom discussion wouldn't interject after every single comment, I may not respond to every single discussion board post. However, I will jump in as needed, as well as provide general feedback each week. I do not accept late discussion board postings or allow makeup postings. However, I do give you one "off" week if you are unable to/just don't want to post by the deadlines.

### Proofreading

Make sure you proofread all of your work, including discussion board posts, before submitting it. Substantial grammatical/spelling/typographical errors will result in a deduction of points from all work.

### Grading Scale

A+ (97-100), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)

### Grade Posting

All grades will be posted on Blackboard. You can find your grades by clicking on the Tools tab. I'll send out announcements letting you know when I've finished grading a particular assignment. Reading quizzes are graded automatically and will post upon completion.

### Due Dates and Late Work

All due dates are listed at the end of the syllabus in the course calendar. You have until 11:59 pm on the due date to submit your assignments. While I do accept late work for the article analysis and the three primary source analysis papers, they **will be penalized 10 points for each day** that they are late, including weekends and holidays. **Unless you have a documented emergency, there are NO EXCEPTIONS to this policy.**

**There are no makeup opportunities for missed reading quizzes and I do not accept late discussion board postings.**

**December 5** is the last day to submit late work. Plan accordingly.

### Plagiarism and Academic Integrity

For this and all of your other classes, make sure you are familiar with UNCG's Academic Integrity Policy, located at <http://academicintegrity.uncg.edu>.

**Plagiarism on all written assignments will result in a grade of zero for the assignment.** There will be no opportunities to make up plagiarized assignments and I will notify UNCG's Office of Academic Integrity of all infractions. **Plagiarism includes not only cutting and pasting text without giving**

**credit to the original source of the information, but also presenting someone else's ideas as your own, even if you don't use their exact words.** Cite often.

A useful citation guide can be found at <http://owl.english.purdue.edu/owl/resource/717/01/>.

Multiple instances of cheating and plagiarism will result in a failing grade for the course.

### **University Email**

Throughout the semester, I will contact you via your UNCG email account. It is imperative that you check these accounts regularly so that you do not miss out on important information from this class, as well as from your other classes and university announcements. This is also how all graded work will be returned to you. Because of how Blackboard is set up, I cannot use any other email address except the one issued to you by the university.

### **Contacting Me**

If you have a general question about the class or an assignment, please post it on the Blackboard discussion board. (There is a "Questions" forum that you can use.) By posting it to the discussion board, other people can see your question as well and it may help clarify an issue for the entire class. (On the reverse side of that, I encourage you to check this forum as well, as other people's questions may help you as well.) If you have a more personal question/issue (emergencies, grades, etc.), do not post those to Blackboard; email me instead.

If you need to contact me by email, either go through Blackboard or use the address listed at the top of the first page (enthomps@uncg.edu). Bear in mind that if you search for me in the UNCG directory, the Natasha Thompson you may find is not me and she will not return your emails. (It's a very long, very complex story.)

I check the discussion board and my email regularly except on weekends. If you send an email/post a question by 5 pm Monday through Friday, I will be back in touch with you within 24 hours. If you send an email/post a question after 5 on Friday or at any time on Saturday or Sunday, the earliest I can promise to respond is on Monday. If a couple of days have passed from when you sent the message and I have not responded, go on and send your message again.

**If you have any questions about the course, including due dates, clarification of discussion board prompts, requirements for assignments, etc., ask me about them. I'm more than happy to help you.**

### **Finally...**

If you encounter any problems or special circumstances during the semester, contact me as soon as possible. It will be much easier for us to work on solutions the earlier I know about your situation.

I will try my best to adhere to the policies and schedule listed in the semester. However, I reserve the right to make changes in the event that circumstances warrant them.

## Course Calendar

### Unit 1 – Early Modern Europe

#### Week 1 – 8/22-8/28 – Introduction to the Course and the West

Readings: “Introduction” (Located under Other Readings on Blackboard)  
“Using Sources to Study the Past” (Located under Other Readings on Blackboard)  
“Europe at 1500” (Located under Other Readings on Blackboard)

**Due: Introduction Post (on the Discussion Board) – 8/26**  
**Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 1 Quiz – 8/28**

#### Week 2 – 8/29-9/4 – The Reformation and Changing Beliefs Systems

Readings: Chapter 12 in *The Making of the West*  
“Ninety-Five Theses” at  
<http://www.projectwittenberg.org/pub/resources/text/wittenberg/luther/web/ninetyfive.html>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 2 Reading Quiz – 9/4**

#### Week 3 – 9/5-9/11 – The Changing Nature of Government

Readings: Chapter 13 in *The Making of the West*  
“Radical Women During the English Revolution” at  
<http://www.fordham.edu/Halsall/mod/17women.asp>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 3 Reading Quiz – 9/11**

#### Week 4 – 9/12-9/18 – The Atlantic System and Its Consequences

Readings: Chapter 14 in *The Making of the West*  
“The First English Coffee Houses” at  
<http://www.fordham.edu/Halsall/mod/1670coffee.asp>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 4 Reading Quiz – 9/18**

#### Week 5 – 9/19-9/25 – The Age of Enlightenment

Readings: Chapter 15 in *The Making of the West*  
“Salon Life” at  
<http://www.fordham.edu/Halsall/mod/18salons.asp>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 5 Reading Quiz – 9/25**

#### Week 6 – 9/26-10/2 – The French Revolution

Readings: Chapter 16 in *The Making of the West*  
“Ça Ira” at  
<http://www.fordham.edu/Halsall/mod/caira.asp>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 6 Reading Quiz – 10/2**  
**Last Day to Submit Unit 1 Primary Source Analysis – 9/30**

## Unit 2 – The Nineteenth Century

### Week 7 – 10/3-10/9 – The Industrial Revolution

**Fall Break Begins 10/8, but the quiz will be open through 10/9.**

Readings: Chapter 17 in *The Making of the West*  
“Industrial Manchester, 1844” at  
<http://www.fordham.edu/Halsall/mod/1844engels.asp>

**Due: Article Analysis – 10/5**  
**Week 7 Reading Quiz – 10/9**  
**No discussion board this week.**

### Week 8 – 10/10-10/16 – Government Consolidation, Unification, and the Growth of Nationalism

**Fall Break Continues – 10/10, 10/11**

**Last Day to Withdraw without Academic Penalty – 10/14**

Readings: Chapter 18 in *The Making of the West*  
“The Watch on the Rhine” at  
<http://www.fordham.edu/Halsall/mod/1870wachtrhein.asp>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 8 Reading Quiz – 10/16**

### Week 9 – 10/17-10/23 – Nineteenth Century Imperialism

Readings: Chapter 19 in *The Making of the West*  
“On French Colonial Expansion” at  
<http://www.fordham.edu/Halsall/mod/1884ferry.asp>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 9 Reading Quiz – 10/23**  
**Last Day to Submit Unit 2 Primary Source Analysis – 10/21**

## Unit 3 – Contemporary Europe

### Week 10 – 10/24-10/30 – World War I

Readings: Chapter 20 in *The Making of the West*  
“On European Civilization and the European Mind” at  
<http://www.fordham.edu/Halsall/mod/valery.asp>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 10 Reading Quiz – 10/30**

### Week 11 – 10/31-11/6 – An Age of Catastrophes: The Great Depression & WWII

Readings: Chapter 21 in *The Making of the West*  
“What is Fascism?” at  
<http://www.fordham.edu/halsall/mod/mussolini-fascism.html>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday**  
**Week 11 Reading Quiz – 11/6**

### Week 12 – 11/7-11/13 – The Cold War and the Remaking of Europe

Readings: Chapter 22 in *The Making of the West*  
“Duck and Cover” at  
<http://www.youtube.com/watch?v=IKqXu-5jw60>

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday  
Week 12 Reading Quiz – 11/13**

Week 13 – 11/14-11/20 – Postindustrial Society & the End of the Cold War

Readings: Chapter 23 in *The Making of the West*

**Due: Discussion Board – Initial Post on Wednesday, Comments on Sunday  
Week 13 Reading Quiz – 11/20**

Week 14 – 11/21-11/27 – The End of the Cold War, Continued

**November 23-27, UNCG Closed for Thanksgiving**

Readings: “Gunter Schabowski’s Press Conference in the GDR International Press Center” at

<http://chnm.gmu.edu/1989/items/show/449>

“The Berlin Wall Falls” at

<http://www.youtube.com/watch?v=jnCPdLIUgvo&feature=relmfu>

“Celebration at the Berlin Wall”

<http://www.youtube.com/watch?v=snsdDb7KDkg&feature=relmfu>

Week 15 – 11/28-12/5 – The New Globalism

**December 5 – Last Day to Submit Late Work**

Readings: Chapter 24 in *The Making of the West*

“The Islamic Veil Across Europe” at

<http://www.bbc.co.uk/news/world-europe-13038095>

“Your Views: French Veil Ban” at

<http://www.bbc.co.uk/news/world-europe-13042364>

**Due: Last Day to Submit Unit 3 Primary Source Analysis - 12/5  
Discussion Board – Initial Post on Wednesday, Comments on Sunday  
No Quiz This Week**

**Final Exam: Due Saturday, 12/10 by 11:59 pm**