European Civilization since 1500

Why European Civilization? The history of the European Civilization is an introduction to a civic virtue. It gives us the first insight into how things change, and in particular it shows how a human artifact, called the European Civilization, has emerged. By exploring the European Civilization we locate ourselves in time and place and thus help judging our own position and possibilities. Moreover, the history of the European Civilization is an intellectual adventure during which we find our basic assumptions and values constantly challenged. What is state? What do we mean by race? What is European and what is Non-European? Can we compare Hitler to Stalin?

Objectives. We have three main objectives:

1. We will learn the main facts in European history between 1500-1990.
   a. What were the main eras?
   b. Who were the main figures?
   c. What were the main countries?
   d. What are the main political, social, religious, and intellectual institutions of the Western World and how did they come about?

2. We will learn the basics of historical thinking.
   a. What is the past? How it is different from the present?
   b. How do things change in time? How are they connected in and through time?
   c. What is the difference between primary and secondary sources?
   d. What is the relationship between text and context?

3. We will learn the basics of historical research.
   a. How to analyze and interpret primary sources?
   b. How to read secondary sources?
   c. How to create an historical thesis and argument?

Research paper. We learn history by doing history. You will write a paper of five (5) pages on one of the primary sources from Marvin Perry et.al, Sources of the Western Tradition. The writing process extends over the whole class. It starts with (1) choosing the topic, followed by (2) critical reading, (3) finding the secondary source, (4) crafting the bibliography and outline, (5) writing the draft, (6) writing a comment on another student’s draft, and (7) submission of the final version. Detail information about the requirements for the paper is included in the sections III through X of this syllabus. All papers have to be submitted in class. No email submissions are allowed.

Evaluation. There will be two quizzes, two midterm exams, and a final examination. The quizzes will consist of six short identification questions. The midterm exams and final exam will consist of three sections. The first section tests your understanding of historical thinking and research. The second section will test your reading of the original documents by using short identification questions. The final section is an historical essay that tests your understanding of the content and your skills in creating an historical argument in the same manner you write your paper. For the first midterm exam, I will give you eight questions to help your preparation. For the second exam, you get three overall themes beforehand. For the final exam, you will not need my support anymore. The midterms and final exam are cumulative. Besides exams the evaluation is based on the paper, on the draft of the paper, outline and bibliography of the paper, critical reading of the primary source assigned to the paper, a comment of someone else’s paper, and on group work. For exams, draft, comments, bibliography, critical reading, and paper there will be no make-ups or delays except in the case of documented illness.
Honor Code. I will not police your conduct in class. By signing the honor code for the class and writing a half-page essay on how you understand the influence of the honor code on your personal conduct in this class you will be yourself responsible for your conduct, attendance, behavior in exams, and honest preparation for your research paper and class work. By signing the honor code you are also responsible for reporting any violation of this code to the student Honor Board which will mediate and, if the violation is grave, such as cheating in exams and plagiarism, bring it to my and the Academic Dean’s attention. The student Honor Board will consist of three members to be elected in the second session of this class. A copy of the Honor Code is attached to this syllabus.

Texts
• Perry, Marvin et.al., *Sources of the Western Tradition: From the Renaissance to the Present* (Boston: Houghton Mifflin College, 2003).

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Theme</th>
<th>Note</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 12</td>
<td>Introduction</td>
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<td>Jan 14</td>
<td>Workshop on Historian’s Skills</td>
<td>Due: Essay on Honor Code</td>
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<tr>
<td><strong>1. Chaos and Order: Foundations of Modern Europe, 1500-1815</strong></td>
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<td>Jan 19</td>
<td>Reformation and Renaissance/ Ch. 8</td>
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<td>Jan 21</td>
<td>Sources/ Ch 1: Machiavelli, Luther</td>
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<td>Week 3</td>
<td>Jan 26</td>
<td>Beginnings of Modern State and Capitalism/ Ch. 9</td>
<td>Quiz: Reformation, Renaissance Due: Paper Topic</td>
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<td>Jan 28</td>
<td>Sources/ Ch 1: James I, Hobbes, English Declar. of Rights</td>
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<td>Week 4</td>
<td>Feb 2</td>
<td>The Scientific Revolution and Enlightenment/ Ch. 10</td>
<td>Quiz: Modern State, Capitalism</td>
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<td>Feb 4</td>
<td>Sources/ Ch 2: Galilei, Kant</td>
<td>Starts: Group Work</td>
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<td>Week 5</td>
<td>Feb 9</td>
<td>The French Revolution and Napoleon/ Ch. 11</td>
<td>Review: Midterm</td>
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<td>Feb 11</td>
<td>Midterm I: Renaissance through Enlightenment</td>
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### II. Struggle with Modernity: Industrialization and Nationalism, 1770-1914

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<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Due</th>
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<tbody>
<tr>
<td>Week 6</td>
<td>Feb 16</td>
<td>The Industrial Revolution/ Ch. 12</td>
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<td>Feb 18</td>
<td>Sources/ Ch 5: Smith, Sadler Commission</td>
<td>Critical reading</td>
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<td>Week 7</td>
<td>Feb 23</td>
<td>Reactions: From Romanticism to Nationalism/ Ch. 13</td>
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<td>Feb 25</td>
<td>Reeves Library</td>
<td>Secondary source</td>
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<td>Week 8</td>
<td>March 2</td>
<td>National Unifications, 1815-1871/ Ch. 14</td>
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<td>March 4</td>
<td>Sources/ Ch 6: Karlsbad Decrees, Mazzini</td>
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<td>Week 9</td>
<td>March 16</td>
<td>Modern Social Ideas/ Ch. 15</td>
<td>Bibliography +</td>
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<td>March 18</td>
<td>Sources/ Ch 7: Marx, Ch 8: Mill</td>
<td>Outline</td>
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<td>Week 10</td>
<td>March 23</td>
<td>New Europe/ Ch. 16</td>
<td>Midterm</td>
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<td>Week 11</td>
<td>March 30</td>
<td>Midterm II: Renaissance through Imperialism</td>
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<td>IV. From Crisis to Catastrophe: Europe in the Twentieth Century</td>
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<td>Week 12</td>
<td>April 1</td>
<td>Modern Consciousness/ Ch. 17</td>
<td>Paper Draft</td>
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<td>April 6</td>
<td>World War I/ Ch. 18</td>
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<td>April 8</td>
<td>Sources/ Ch 11: Liebknecht, Russell, Trott</td>
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<td>Week 13</td>
<td>April 13</td>
<td>From War to Totalitarianism/ Ch. 19</td>
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<td>April 15</td>
<td>Writing Workshop: Discussing Comments</td>
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<td>Week 14</td>
<td>April 20</td>
<td>World War II/ Ch. 20</td>
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<td>April 22</td>
<td>Holocaust/ Wiesel</td>
<td>Paper</td>
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<td>Week 15</td>
<td>April 27</td>
<td>Cold War and New Europe/ Ch. 21</td>
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<td>April 29</td>
<td>Sources/ Ch 14: Churchill, Khrushchev, Havel</td>
<td>Finals</td>
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<td>Week 16</td>
<td>May 3-8</td>
<td>Final Exam: Renaissance through New Europe</td>
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### I. Individual Statements

For each set of primary sources you will write a statement. Describe, compare, and contrast the basic themes of the primary sources and relate them to the context, the topic of the day discussed in the textbook. Develop a thesis that you can prove with the given primary sources. In developing your thesis you should be as provocative as possible. After each discussion class I collect the individual statements. You are allowed to miss three statements over the semester and after that each additional missing statement brings down your grade by 1%-point. If you miss seven statements you lose 5% of your total grade for this class.
II. Guidelines for Work Groups
1. Each group works collectively by producing a report of the group discussion in which every group member tries to support her or his thesis with evidence as well as possible and disagree with others.
2. The discussion should start with a group member’s thesis that the other members try to challenge and rebut in turn. The discussion report should be between ten (10) and fifteen (15) lines. Each member should disagree as much as possible with other members of the group. For each position there should be evidence from the text itself and the context. To find and define your own interpretation/thesis try to locate links to something that happened earlier (didn’t Machiavelli think like this, too?) or parallels to simultaneous developments in other countries, cities or thinkers.
3. Each group keeps a portfolio that includes all the interpretations.
4. I will keep the portfolios and evaluate them collectively.
5. If a member or members of a group do not contribute to the work appropriately the rest of the group can file a complaint to me. I will grade the group work collectively: the group gets a letter grade that is same for all members except for those who fail to turn in individual statements and participate actively and responsibly in the group’s work.

III. Paper Topic
Pick up your paper topic by choosing the primary source in Perry’s Sources of the Western Tradition. You can select any primary source you want provided that no one else is already working on the text.

IV. Critical Reading
In critical reading you peruse the primary source that serves as the basis of your paper. Find out the basic theme of the text. Pay attention to nuances. Select three or four quotations that best illustrate the main theme of the primary source. After having done this move on to ask critical questions about the text, questions that point to the context of the text, questions about its origin, the intentions of its author(s), and its contradictions. The more questions you have the better start you will have for your research. In the ideal case, critical reading will produce a thesis for your paper. The length of critical reading should be two pages.

V. Choosing the Secondary Source
You will choose the secondary source during your visit to the library and soon after that. The secondary source should be a. a scholarly book or article and b. as recent as possible.

VI. Bibliography and Outline
1. Bibliography
Your bibliography should include three entries: your primary source that should follow the format given in the example c.; your textbook that should follow the format given in example a.; your secondary source that should follow the format a. if it is a book, format b. if it is an article, and format c. if it is a chapter in an edited collection of articles. Be meticulous in crafting your bibliography and remember that the author(s) should always be credited.
   a. A book written by an author or several authors (the title of a book is italicized):
   b. An article in a journal, written by an author or several authors:
   c. A chapter in an edited book, written by an author or several authors:
2. Outline
An outline gives the substantive structure of your paper and it shouldn’t be longer than a page. Use your critical commentary as the basis, insert the discussion with your secondary source, and designate all major sections of your paper. Mention the thesis of your paper. Use key words the way I use them in my lecture notes. Do not use complete sentences.
VII. Draft
The draft of your paper should be based on your critical reading of the primary source and the outline. It should be almost as long as the final version of your paper. It should include footnotes (source references) to all used sources. Papers that do not include footnotes will not be commented—neither by the commentator nor me. I will comment on your drafts and assign a tentative grade after the commentators have done their work and after the Writing Workshop.

VIII. Comments on Draft
1. The length of the comment is one (1) page.
2. Pay attention to:
   a. Clarity of the argument and/or question
      i. Is the introduction good?
      ii. Are the conclusions appropriate?
   b. Use and analysis of sources
      i. Is the analysis accurate?
      ii. Is it compelling? Does it support the overall argument
      iii. Is it sensitive to the text?
   c. Style
      i. Grammar
      ii. Spelling
      iii. Structure
      iv. Use of language
3. Give short but specific advice how to improve

IX. Final Version
Submit all the previous stages and versions of your work and the comment you received with the final version of your paper. The final version should fulfill all the formal requirements of an historical research paper as instructed in this syllabus.

X. General Guidelines for Paper
Sources
Historians take data from sources. Sources are divided as following:
   I. Primary Sources
   II. Secondary Sources
      a. Research Monographs
         i. book
         ii. article
      b. Textbooks
The document from the source book you chose for your paper is your primary source. It has been written by somebody who actually lived and experienced the events of the time period. For instance, Napoleon’s diary is a primary source because Napoleon wrote it as an actor of his time. To grasp its ideas, you must put it into an historical context that you reconstruct by using secondary sources. Your textbook is a secondary source. It has been written by scholars who used primary sources. You will also need one additional book or article as a secondary source that gives you in depth information of the time period. This book or article must be a scholarly monograph that includes a bibliography and footnotes (source references). You are not allowed to use Internet sources at all unless the text is from J-Stor or Ebsco and is in PDF-format.

Analysis
The length of your paper is five (5) pages. A good paper has a structure as following:
   I. Beginning
   II. Middle/ Body
   III. End/ Conclusion
   IV. Bibliography
The beginning of your paper is an important part of your study. First, you mention the argument that you will explore in your paper. Second, you introduce the sources from which you will gain the data that supports your argument by mentioning what is your primary source, who wrote it, where, and when. Finally, in two or three lines you mention how you will proceed in your paper.

The middle is the bulk of your paper. You discuss systematically, in compact paragraphs, each of the main themes that you find essential in your primary source and that support your argument. When you discuss an aspect of a theme take a quotation from the primary source. This is the best way of starting your analysis. The second step is the interpretation—what did the writer mean by these words? Give your interpretation and bring it into the context of the time and place that are appropriate for your topic. Finally, move to another quotation that you have chosen and discuss it accordingly. Normally three to four quotations are enough for a paper of this size.

The conclusion is an important section of your paper. You pull all the threads of your research together and tell your audience what are your findings, i.e., what was your argument and how did the data from the primary source support it. It is also important that you mention the limitations of your findings. You haven’t explained everything but only a fragment of a large problem confined to its time, place, and your narrow source base. You can also now make specific suggestions for further research.

Style
Start with a clearly formulated and informative title. Use clear and grammatically correct sentences. Be especially careful with tense. While discussing primary sources, use past tense when you refer to an action in the past. With secondary sources you should mainly resort to present tense unless you simply take information from the textbook or the research monograph. Be also careful in using neutral academic language. Your wording can and should be lively but it should not be emotional. The most important function of scholarly language is to convey observations. Use the language of observation and be as innovative as possible in conveying the nuances and details of your primary source. For historical observations most important are time and place. Be specific with time and place.

Instead of excessive quotations use your own words in incorporating text from the secondary source in your text. If you think a quotation is crucial for your argumentation, use quotation marks (“...”) and show with a footnote the source of your quotation. Use footnotes also when you are using your own words in interpreting a primary source. To learn how to use footnotes study the examples below (2). You have to mention the book, article or chapter and the page from which you quote or which you interpret. This is to guarantee that authors’ rights are honored and that other scholars can control the originality, reliability, and truthfulness of your text. At the end of your paper, provide a bibliography of the books and articles that you have used. See examples (1).

Footnotes (Source References)
A footnote includes a short title and the page number separated by a comma.1 See the examples at the bottom of this page.2 A footnote can also include a short commentary on the text it refers to.3 It is placed right after the sentence, “on the right side of a period and parenthesis.”4 Most often the footnote is at the end of a paragraph.

XI. Honor Code
We have come together in this class in order to create an environment in which each member is able to realize his/her full potential which is realized through intellectual and social growth. Such an environment is possible in a community that values respect and concern for individuals and with this respect and concern, a commitment to communication. We have founded our community on the honor and integrity of its members. We trust that each student will be guided by the values of this community. Such trust is essential to maintaining the reciprocity on which our community is based.

Our intellectual and social development requires freedom born from trust. For growth requires more than blind adherence

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2 Machiavelli, The Prince, p. 120.
3 For a different interpretation see Steams and Stearns, “Emotionology,” p. 810.
4 Hunt, Challenge, p. 474.
to a code of conduct, it requires reflection upon our actions and how our actions affect those with whom we share the community. Such reflection is only possible when one’s judgment is trusted.

Growth also requires that we take responsibility for our judgments, actions, and also for our student community. At the heart of growth is the process of learning. Learning is dependent upon an exchange of ideas, a dialogue that can only occur when there is mutual trust, respect, and concern. These qualities are natural in a community where the members are aware of their interrelation and interdependence. Through the community we are able to create an atmosphere for growth and learning as the maintenance of the community has the identical requirement for success as does the process of learning-dialogue.

The quest for the realization of potential that has spawned this community has an intellectual component that extends to a mastery of academic subjects. Fundamental to intellectual development is a social one in which the members of this community reflect upon citizenship and what it means to belong to this community, or any community. The environment for learning that we have endeavored to create rests upon our sense of responsibility to the community, our peers within the community, and to ourselves. Basic to this learning process and the growth of this community and her members are a respect for and value of each member as an individual and also for the wealth of diverse experiences and backgrounds each of us brings to our community.

Although we entered into a community that existed before our arrival, we recreate the community through our participation. Our continued commitment not only to our own development, but to that of our sisters and brothers, results in the enrichment of our atmosphere, the strengthening of our foundation, and the constant reaffirmation of our community.

Although our community is based on mutual respect and trust, tensions often arise between interests of individuals and community needs. Because of the diverse experiences and backgrounds of the members of this community, conflicts centering on differences among individuals develop. We recognize that acts of discrimination and harassment, including, but not limited to, acts of racism, homophobia, classism, ableism, and discrimination against religious and political minorities are devoid of respect and therefore, by definition, violate this Code. Moreover, acts of cheating, failing to contribute to the common work of the class and work groups, and disruptive behavior are in violation of this Code.

We recognize that in our interactions with members of our community, problems and conflicts do arise. We have developed procedures by which such problems can be resolved, procedures which are based on the principles of self-governance and the need for communication. Basic to these procedures is a dialogue between the parties involved in the conflict. If such a dialogue does not result in the resolution of a problem, a student Honor Board will assist the parties in arriving at a resolution of the situation.

I accept and understand this Code, as evidence of which I submit a half-page essay on the meaning of the Honor Code on my conduct in this class.
Honor Code

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Our intellectual and social development requires freedom born from trust. For growth requires more than blind adherence to a code of conduct, it requires reflection upon our actions and how our actions affect those with whom we share the community. Such reflection is only possible when one’s judgment is trusted.

Growth also requires that we take responsibility for our judgments, actions, and also for our student community. At the heart of growth is the process of learning. Learning is dependent upon an exchange of ideas, a dialogue that can only occur when there is mutual trust, respect, and concern. These qualities are natural in a community where the members are aware of their interrelation and interdependence. Through the community we are able to create an atmosphere for growth and learning as the maintenance of the community has the identical requirement for success as does the process of learning-dialogue.

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