

**INTRODUCTION TO THE HISTORY OF WESTERN CIVILIZATION FROM 1500**  
HIST 1360

**Winter 2019**

<b>Instructor:</b>	Dr. Jason Brown	<b>Jan 7 – Apr 9</b>	Exam period Apr 11 – 26
<b>Office:</b>	409 Fletcher Argue	<b>Section:</b>	A02
<b>Hours:</b>	Thurs 2:30 – 3:20 pm	<b>Lecture time:</b>	T/R 8:30 am – 9:45 am
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**Course webpage:** <http://umanitoba.ca/umlearn>

The COURSE WEBPAGE is your information centre for the course. There you will find an up-to-date schedule of readings and resources for download. It will be kept updated as we proceed.

**COURSE DESCRIPTION**

This course is an introductory survey of the history of the Western world from the arrival of Columbus in the Americas to the present day.

The aims of the course are for the student to:

- master a basic constellation of ‘facts’ about Western civilization, and
- be able to place these facts in the context of a larger historical narrative, while becoming acquainted with different interpretations, in order to
- understand important actors, developments, and events that shaped the modern world; and
- approach all of this by means of the tools of the historical discipline, i.e. careful reading, critical analysis, accuracy in explaining and making use of sources, and quality writing.

The course will consist of lectures, discussions, and readings. Assessment will be based on examinations and assignments.

It is imperative that students attend every class and keep up with the material. Each day you should expect to spend, outside of class time, about one hour reading and studying. You should come to class prepared to ask questions and engage in discussion about the readings and material; this will provide your best preparation for the essays and final exam.

**REQUIRED BOOKS**

Clifford Backman, *Cultures of the West: A History*, 2nd ed., vol. 2, *Since 1350* (Oxford University Press, 2015).

Includes *Mapping the Cultures of the West*, vol. 2 (Oxford University Press, 2013).

Mark Kishlansky, ed., *Sources of the West: Readings in Western Civilization*, 8th ed., vol. 2, *From 1600 to the Present* (Pearson, 2012).



## EVALUATION AND ASSIGNMENTS

### TESTS

**15% of final mark**

Test 1	Tues 12 Feb	5% of final mark
Test 2	Tues 12 Mar	5% of final mark
Test 3	Tues 9 Apr	5% of final mark

Tests will be written during class. These tests assess your knowledge of the material covered in the previous three weeks. Each test will consist of 10 'identifications', i.e. names of people, things, or events. You are to provide the date (century) and place (country) with which the item is associated, and some of the basic facts about its identity (i.e. who or what it is).

Examples:

Q: *Napoleon Bonaparte* A: 18th–19th century, France, Emperor, conquered most of Europe, codified law

Q: *Communist Manifesto* A: 19th century, Belgium, book by Marx and Engels, calls for revolution

You must also answer two broader thematic questions about the historical period covered.

### WRITTEN ASSIGNMENTS

**55% of final mark**

Essay 1 (1500-2000 words)	Tues 5 Feb	20% of final mark
Bibliographical assignment	Tues 26 Feb	10% of final mark
Essay 2 (1500-2000 words)	Tues 2 Apr	25% of final mark

Essay and bibliographical assignments will be fully explained in class. Topics will be discussed in class and posted on the COURSE WEBPAGE. General guidelines:

Essays must be fully footnoted, providing references to page numbers (or other internal divisions) in the assigned texts wherever you *quote, paraphrase, indicate, or otherwise make use of something in the text*. Footnotes must permit me to find the exact location necessary to verify the accuracy of what you are saying. Footnotes shall follow the Chicago Manual of Style ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)).

Essays must be a minimum of 1500 words and a maximum of 2000 words, *not including* footnotes and bibliography. They must be prepared in 12-point font on one side of the page and double spaced with proper margins. Page numbers should be printed at the bottom of the page.

***Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course.***

### ESSAY 1: READING HISTORICAL EVIDENCE

**DUE Tues 5 Feb**

In this essay, you are asked to answer a question on the basis of *two to four* assigned readings. Essays shall be based *only on the assigned reading*. No use of reviews, commentaries, or additional sources is permitted. Your task is to read the required texts and come to grips with them for

yourself; then to answer the proposed question *on the basis of your own understanding of those texts*.

A list of topics dealing with *the early modern period (up to about 1800 C.E.)* will be provided by the instructor. You must choose one of these topics about which to write the essay. Each topic has a list of texts associated with it. No other texts or sources are to be used or cited in the essay.

#### **BIBLIOGRAPHICAL ASSIGNMENT: PRACTICUM IN HISTORICAL RESEARCH    DUE Tues 26 Feb**

The bibliographical assignment is not an essay; it is an exercise intended to send you to the library and to help you learn how to discover, locate, and cite sources for historical research. It is a practicum in research methods, and can be applied to fields beyond history. Your task is to prepare a bibliography of *ten sources* which could be used to write an essay on your proposed subject. You must hand in a printed bibliography providing ten references and exactly following Chicago Manual of Style guidelines. Include *library call numbers* where sources are available at the University of Manitoba, and *hyperlinks* where they are online.

You may formulate your own research topic for the bibliographical assignment. Any topic based on a person, thing, or event which we cover in class is acceptable.

#### **ESSAY 2: HISTORICAL RESEARCH ESSAY**

**DUE Tues 2 April**

In this essay, you are asked to carry out research into a historical topic, using both modern scholarship (*secondary sources*) and surviving written evidence from the past (*primary sources*) to write a short essay on the subject. Your main arguments and explanations should be based on the *primary sources*, with *secondary sources* helping provide context and interpretive ideas.

You may choose any topic that deals with some aspect of *Western Civilization* during the period covered by this course, approximately 1500 CE to the present, i.e. the modern age.

You should use a minimum of **two secondary sources** and **two primary sources**. If you wish to use a primary source contained in Kishlansky, *Sources of the West*, you should (if possible) cite the **original edition** from which the excerpts in the reader are taken. Reference to the original edition can be found in Kishlansky's bibliography at the back of the volume. If you wish to use a primary source I have provided to the class through UMLearn, again, you should cite the original edition from which the excerpts are taken.

#### **FINAL EXAM**

**30% of final mark**

There will be a three-hour final examination. The final examination will consist of ten identifications (10%) and two essay questions (20%) and will cover the entire course, including both the readings and the lectures. You will be able to choose among several options for both the identifications and the essay questions. The nature of the identifications and essays will be discussed in class well in advance of the final examination.

## GRADE DISTRIBUTION

A+	93–100%	exceptional work	C+	64–70%	satisfactory
A	85–92%	excellent	C	57–63%	adequate
B+	78–84%	very good	D	50–56%	marginal
B	71–77%	good	F	0–49%	failing

## LATE ASSIGNMENTS

Students are expected to submit assignments by 8:30 am on the due date, and extensions will be granted only in exceptional circumstances. Late papers will be deducted 5% for every day after the assigned deadline.

## REGULATIONS AND ACADEMIC HONESTY

The **Voluntary Withdrawal** date for this course is **20 March 2019**. Students will receive evaluation and feedback for a portion of their term work before that date.

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.

Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction.

The University's regulations re: **plagiarism, cheating and impersonation**:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

These regulations may be found in the section on "Academic Integrity" of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation at: [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.html)

## STUDENT RESOURCES

### Academic Resources

You have access to several important resources to help you navigate your classes and university life more generally. There are writing tutors available to help you with your essays through the Academic Learning Centre (ALC): <http://umanitoba.ca/student/academiclearning/>. The History department will also make a writing tutor available exclusively to History students in the department on one day a week. More information about scheduling, etc., TBA.

The ALC page also has resources to help you with study skills, organization, as well as assistance for students using English as an Additional Language (EAL). Other issues, including accessibility services, workshops, and tips about academic integrity are addressed at the Student Advocacy Services webpage ([http://umanitoba.ca/student/resource/student\\_advocacy/](http://umanitoba.ca/student/resource/student_advocacy/)).

All of the above services can also be accessed under the heading of Student Resources on the Student Affairs website: <http://umanitoba.ca/student/studentlife/index.html>.

History students can also take advantage of the huge range of academic materials (including primary and secondary sources, as well as pages to help with writing and referencing) made available by the History subject librarian, tailored just for you! They are available on the Libraries page at this link: <http://libguides.lib.umanitoba.ca/history>. Students who need research assistance can also schedule an appointment with a librarian through the website.

### Student Counseling Centre

Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as counseling. <http://umanitoba.ca/student/counselling/index.html>

### Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team. <http://umanitoba.ca/student/case-manager/index.html>

### University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation. <http://umanitoba.ca/student/health/>

## Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. <http://umanitoba.ca/student/advocacy>

## UM History Student Association (UMHiSA)

UMHiSA is a history undergraduate student run organization that seeks to establish a sense of community for students studying all facets of history, and provide support for them in their academic career. Students interested in fun times, spirited debate, new opportunities, a community of like-minded students, or all of the above, check out UMHiSA on our instagram account [www.instagram.com/umhisa\\_undergrad/](http://www.instagram.com/umhisa_undergrad/) or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).

### IMPORTANT DATES

Tues	8 Jan	CLASS BEGINS
Mon	21 Jan	LAST DAY TO REGISTER
Mon	18 Feb	LOUIS RIEL DAY university closed
Tues 19 – Fri	22 Feb	WINTER BREAK
Weds	20 Mar	VOLUNTARY WITHDRAWAL DEADLINE
Tues	9 Apr	FINAL CLASS
Thurs 11 Apr – Fri	26 Apr	EXAM PERIOD
Fri	19 Apr	GOOD FRIDAY university closed

### SCHEDULE OF LECTURES AND READINGS

For each week there are assigned readings. The selections are brief. They are meant to help you understand the subject and get used to reading and making sense of unfamiliar texts – a skill useful in many areas of life. The readings will often be discussed in class.

Readings followed by a number in parentheses (#) are found in Kishlansky, *Sources of the West*. Other readings will be supplied by the instructor, normally online for download on the COURSE WEBPAGE. Where more than one reading is listed for a single week, you should read one of your choice. Make a serious effort to read the texts, and if they raise questions, you are encouraged to ask about them in class. You will also use them to write your essays.

The lecture schedule and readings are subject to slight revision as required. The schedule will be kept up to date on the COURSE WEBPAGE.

Week	Subject	Readings
<b>1</b> T 9 Jan R 10 Jan	<b>Introduction to Western Civilization</b> Introduction to the course. Ancient and Medieval civilization to 1500 CE.	<i>–Introductory materials.</i>
<b>2</b> T 15 Jan R 17 Jan	<b>The Age of Exploration</b> Spanish and Portuguese arrival in the Americas. The Scientific Revolution: Copernicus, Galileo, Newton.	<i>–Bernal Diaz, History of the Conquest of New Spain.</i> <i>–Bartolomé de Las Casas.</i> <i>–Francisco de Vitoria, De Indis.</i> <i>–Galileo Galilei, Letter to the Grand Duchess Christina (84).</i>
<b>3</b> T 22 Jan R 24 Jan	<b>The Reformation</b> Martin Luther, John Calvin, and Henry VIII. Catholic Reform: the Jesuits, the Council of Trent.	<i>–Martin Luther, Preface to the New Testament.</i> <i>–John Calvin, Institutes.</i> <i>–Ignatius Loyola, Spiritual Exercises.</i> <i>–Council of Trent, Decrees.</i>
<b>4</b> T 29 Jan R 31 Jan	<b>The Religious Wars</b> The Religious Wars in France; the Thirty Years' War. England: the reign of Elizabeth I; the civil war.	<i>–Christopher Marlowe, The Massacre at Paris.</i> <i>–Henry IV, Edict of Nantes (74).</i> <i>–James I, True Law of a Free Monarchy (77).</i> <i>–English Bill of Rights (81).</i>
<b>5</b> T 5 Feb R 7 Feb	<b>The Ancien Régime and the Enlightenment</b> ESSAY 1 DUE Constitutional monarchy; the English enlightenment. Absolutism; the French enlightenment.	<i>–John Locke, Second Treatise of Government (80).</i> <i>–Adam Smith, The Wealth of Nations (88).</i> <i>–Jean-Jacques Rousseau, The Social Contract (93).</i> <i>–Montesquieu, Spirit of the Laws (94).</i>
<b>6</b> T 12 Feb R 14 Feb	<b>The Dawn of the Age of Revolution</b> TEST 1 The American Revolution. The French Revolution and Napoleon.	<i>–Thomas Jefferson, Declaration of Independence (97).</i> <i>–Hutchinson, Strictures on the Declaration of Independence.</i> <i>–Declaration of the Rights of Man (101).</i> <i>–Maximilien Robespierre, Report on the Principles of Political Morality (103).</i>
18–22 Feb	WINTER BREAK	no class

<p>7</p> <p>T 26 Feb</p> <p>R 28 Feb</p>	<p><b>The Industrial Revolution</b></p> <p>BIBLIOGRAPHICAL ASSIGNMENT DUE</p> <p>Industrialization in England; romanticism.</p> <p>The Social Question; Karl Marx and communism.</p>	<p>–<i>Sir Edwin Chadwick, Inquiry into the Condition of the Poor</i> (106).</p> <p>–<i>William Wordsworth, Tintern Abbey</i>.</p> <p>–<i>Marx and Engels, Communist Manifesto</i> (115).</p> <p>–<i>Leo XIII, Rerum novarum</i> (118).</p>
<p>8</p> <p>T 5 Mar</p> <p>R 7 Mar</p>	<p><b>Modernity</b></p> <p>The Victorian Age; feminism.</p> <p>Liberalism, conservatism, secularism, and modernism.</p>	<p>–<i>Alexis Soyer, Modern Housewife</i> (108).</p> <p>–<i>E. Sylvia Pankhurst, History of the Suffrage Movement</i> (122).</p> <p>–<i>Pius IX, Syllabus of Errors</i>.</p> <p>–<i>Friedrich Nietzsche, Beyond Good and Evil</i> (120).</p>
<p>9</p> <p>T 12 Mar</p> <p>R 14 Mar</p>	<p><b>Imperialism and the First World War</b></p> <p>TEST 2</p> <p>Nationalism and Imperialism, 1850–1914.</p> <p>The First World War.</p>	<p>–<i>Otto von Bismarck, Speech to the Reichstag</i> (117).</p> <p>–<i>J.A. Hobson, Imperialism</i> (123).</p> <p>–<i>Woodrow Wilson, The Fourteen Points</i> (131).</p> <p>–<i>Extracts from the Treaty of Versailles</i>.</p>
<p>10</p> <p>T 19 Mar</p> <p>R 21 Mar</p>	<p><b>The Second World War</b></p> <p>The Great Depression, communism, fascism, and the ‘Jewish Question’.</p> <p>The Second World War.</p>	<p>–<i>V. I. Lenin, What Is To Be Done?</i> (132).</p> <p>–<i>Benito Mussolini, Fascist Doctrine</i> (135).</p> <p>–<i>Henry Ford, The International Jew</i>.</p> <p>–<i>Memories of the Holocaust</i> (137).</p>
<p>11</p> <p>T 26 Mar</p> <p>R 28 Mar</p>	<p><b>The Postwar Era</b></p> <p>The postwar boom, the Cold War, the welfare state.</p> <p>The revolutionary 1960s.</p>	<p>–<i>Margaret Sanger, How to Avoid Post-War Divorces</i>.</p> <p>–<i>Alexander Solzhenitsyn</i> (142).</p> <p>–<i>Paul VI, Humanae vitae</i>.</p> <p>–<i>Saul Alinsky, Rules for Radicals</i>.</p>
<p>12</p> <p>T 2 Apr</p> <p>R 4 Apr</p>	<p><b>The Contemporary World</b></p> <p>ESSAY 2 DUE</p> <p>New World Order, 1989–.</p> <p>Globalization, financial crises of the 1990s and 2000s, resurgent nationalism.</p>	<p>–<i>Ayatollah Khomeini, Message</i>.</p> <p>–<i>Francis Fukuyama, The End of History?</i> (148).</p> <p>–<i>George W. Bush, Speech to Congress, September 20, 2001</i>.</p> <p>–<i>Munk Debate</i>.</p>
<p>13</p> <p>T 9 Apr</p>	<p><b>Conclusion</b></p> <p>TEST 3</p> <p>In-class review and question period.</p>	<p>–<i>Review materials</i>.</p>