

**HISTORY 1360 A02**  
**History of Western Civilization from 1500**

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Fall 2017  
M/W/F 1:30 – 2:20 pm

Course Description

This course surveys the history of Western Civilization. It begins with the discovery of America (1492) and ends with globalization. It consists of lectures by the instructor as well as films and some discussion.

Required Textbooks:

Thomas Noble, *Western Civilization: The Continuing Experiment* (Houghton Mifflin)  
Nicolo Machiavelli, *The Prince* (Penguin)  
Thomas More, *Utopia* (Penguin)  
Karl Marx/Friedrich Engels, *The Communist Manifesto* (Verso Publishers)  
John Stuart Mill, *On Liberty, Utilitarianism and Other Essays* ('Considerations on Representative Government'), (Oxford University Press)

Term Work, Tests and Evaluation:

There are three pieces of term work required worth **60%**.

- 1) Term test – **October 16, 2017** (10%)  
Choice of two out of six essay questions based on review questions.
- 2) Essay: 2500-3000 words: **Due October 18, 2017** (25%)  
"The Renaissance saw the dawn of individualism." But reaction to this individualism differed greatly. Compare and contrast the attitude of Machiavelli's *Prince* and Thomas More's *Utopia* toward individualism. Examine this question in the two writers' work by looking at their view of law, religion, war, government, ethics and economic life.
- 3) Essay: 2500-3000 words - **Due December 8, 2017** (25%)  
"John Stuart Mill's "Considerations on Representative Government" and Marx & Engel's *Communist Manifesto* embody diametrically opposed world views." Is this true? Examine this question by comparing and contrasting the attitude of these two works toward democracy, the individual, social classes, history and economics.

**Late class work can only be submitted with the consent of the instructor.** Keep all earlier drafts of your work. Keep copies of essays.

In addition to handing in a hard-copy of all written assignments, students are required to submit a copy of the paper electronically through UMLearn (as a word document). The file name for the document should be as follows: SURNAME Given name Assign # HIST 1360 A01

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.

Evaluative feedback will be provided prior to the voluntary withdrawal date, **November 17, 2017**.

**Final Examination:** Based on the full semester's work. You will be required to answer three essay questions. There will be three groups of questions and you will answer one question in each group. (40%)

### Grade Distribution:

A+	(100-90)	C+	(66-60)
A	(89-80)	C	(59-51)
B+	(79-75)	D	(50-40)
B	(74-67)	F	(39-0)

### Academic Dishonesty

The University's regulations re: plagiarism, cheating and impersonation 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.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities.html), which reads:

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.

### READING SCHEDULE: NOBLE *Western Civilization: Beyond Boundaries*

Week 1	Chapter 12	The Renaissance
Week 2	Chapter 13	European Overseas Expansion to 1600
Week 3	Chapter 14	The Age of the Reformation
Week 4	Chapter 15	Europe in the Age of Religious War, 1560-1648
Week 5	Chapter 16	Europe in the Age of Louis XIV, ca. 1640-1715
Week 6	Chapter 17	A Revolution in Worldview
Week 7	Chapter 18	Europe on the Threshold of Modernity, ca. 1715-1789
Week 8	Chapter 19	An Age of Revolution, 1789-1815
Week 9	Chapter 20	The Industrial Transformation of Europe, 1750-1850
Week 10	Chapter 21	Restoration, Reform, and Revolution, 1814-1848
Week 11	Chapter 22	Nationalism and Political Reform, 1814-1848
Week 12	Chapter 23	The Age of Optimism, 1850-1880
Week 13	Chapter 24	Imperialism and Escalating Tensions, 1880-1914
	Chapter 25	War and Revolution, 1914-1919
	Chapter 26	The Illusion of Stability, 1919-1930
	Chapter 27	The Tortured Decade, 1930-1939
	Chapter 28	The Era of the Second World War, 1939-1949

Two chapters of a book that Prof. Heller is in the process of writing have been posted to the course materials of the UM Learn page for students to read. They are in a folder called Heller Readings and the chapters are titled "Mode\_of\_Production\_text\_TRIBUTARY" and "Mode\_of\_Production\_text\_CAPITALSM"

## THE ESSAYS

Each essay will evaluate the two readings for the term. The type of assignment you are undertaking is a critical analysis of two historical themes taken together rather than in separate, unrelated studies. The objective of the assignment is not so much to summarize the research, but to compare how scholars go about answering the questions before them. The goal is to discern the differences in their explanations. This will help you see which scholars provide the most comprehensive (and thus the most persuasive) treatment of their subjects.

### Organization

Organize your essay by discussing each of the two books in turn, evaluating and not just describing them as you go. Conclude by indicating which of the two authors you find the more persuasive, and why. The essays will thus consist of three parts: a review of the first book, a review of the second, and a concluding part in which you indicate which book may be more convincing than the others. All three parts should be about equal in length.

Head the essay with a title suggesting what you think is the most important characteristic of the readings. If, for example, they emphasize the social forces behind political change (rather than politics in isolation), you may want to convey this in the title of your paper.

### Objective

Your goal is to evaluate and compare the authors and to say how well (or poorly) they have made their points. They are all trying to prove something. What are they trying to say, and how well do they make their case? In other words, do they consider all the factors they need to in order to make sense of their subject, are their arguments logical and persuasive, and do they have evidence to back up their conclusions? The essays are thus exercises in analytical thinking, and not simply chronological compilations of data. The outcome will be to cultivate a critical approach to your reading.

### Form of the Essay

Each essay should be no more than 3,000 words in length. Type it double-spaced. The paper should be headed with a title indicative of its theme, followed by a list of the books reviewed (give author, title [underlined], and the city and date of publication) and then the body of your essay. Direct quotations from the books reviewed should be followed by page references in parentheses in the text of the paper itself.

Additional sources other than the books under review are not required, but if you elect to use them, they should be cited in footnotes at the bottom of the page and not in the text of the paper. Parenthetical page citations should be used only to refer to the books under review, and which have already been identified by being listed at the head of the paper.

### Writing

An excellent guide to clear, concise writing is The Elements of Style by William Strunk, Jr., and E.B. White (Macmillan paperback). You may consult the lecturer while preparing your papers, and after the assignment is graded and returned, you may rewrite and resubmit it if you wish to.

There is a free textbook available on the internet: Chris Harman, A People's History of the World. It is a Marxist account of good quality for those so inclined. It may be accessed under Google.

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.

## **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 facebook group <https://www.facebook.com/groups/422932261087799/> or emailing [umhisau@gmail.com](mailto:umhisau@gmail.com).

History 1360 Study Questions  
Instructor: Henry Heller

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1. The Renaissance was the first expression of a distinctively middle culture. Explain.
2. Although it curbed the power of individual aristocrats the centralized monarchy protected the aristocracy as a class. Discuss.
3. Capitalism at one and the same time reduced the security of the producer and made possible much greater production. Discuss.
4. Account for the decline of the Church in the late Middle Ages.
5. What were the causes of the Protestant Reformation?
6. Why did the Roman Catholic church make a comeback in the sixteenth and seventeenth centuries?
7. Were the Religious Wars really about religion? Discuss.
8. The Treaty of Westphalia signalled the emergence of the Modern European political system. Discuss.
9. The English Civil War followed in the footsteps of the Dutch Revolt against Spain. Discuss.
10. French Absolutism both attacked and protected the aristocracy. Discuss.
11. Outline the Aristotelian world view. Why and how was it overthrown?
12. The Enlightenment was a European wide cultural movement but its true home was France. Discuss.
13. What were the causes of the French Revolution?
14. “Far from destroying the French Revolution Napoleon helped to consolidate it.” Discuss.
15. Why was the emergence of industrial capitalism a ‘mixed blessing’?
16. What were the roots of Romanticism?
17. Nineteenth century liberalism only gradually made its peace with political democracy. Explain.
18. East and West Europe experienced quite different political trajectories in the nineteenth century. Explain.
19. Why did Marxism gain grounds as an ideology in the latter part of the nineteenth century?
20. “The nineteenth century really ended in 1914-18.” Explain.
21. What were the causes of World War Two?