

## 1360 Western Civilization Since 1500

Fall 2019

Section A02

Time slot: Tues/Thur from 1:00 – 2:15 pm.

Instructor: Dr. Dale Barbour

Office: 244 St. John's College

Office Hours: Thursday 2:30-3:30

or by appointment.

E-mail: dale.barbour@umanitoba.ca

### Territorial Acknowledgement

*Let us begin by acknowledging that we are on the original lands of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, and on the homeland of the Métis Nation. The University of Manitoba is committed to a renewed relationship and dialogue with First Nations, Métis, and Inuit peoples based on the principles of mutual trust, respect, and reciprocity.*

### Course Description and Objectives

The world we live in didn't just happen. History 1360 is designed to acquaint you with the growth and development of western civilization and to help you understand the historical development of the political, social, economic, intellectual, artistic and technological forces that have helped shape and give meaning to "Western Civilization", including how understandings of Western Civilization shaped interactions with the other parts of the world, past and present."

The objectives of this course are:

To provide students with knowledge of the cultural, political, social, and economic characteristics of western civilization after 1500;

To promote an understanding of how western civilization has engaged with the rest of the world since 1500;

To provide students with knowledge of the past which will aid them in understanding and coping with the demands of the present and the future.

To construct well-written and thoughtful arguments based on historical evidence.

### Required books:

Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein and Bonnie G. Smith. *Making of the West, Volume 2: Since 1500: Peoples and Cultures: Sixth Edition*. Boston: Bedford/St. Martin's, 2019.

Lualdi, Katharine J. *Sources of The Making of the West, Volume II: Peoples and Cultures. Sixth Edition*. Boston: Bedford/St. Martin's, 2019.

Allison, Robert J. *The Interesting Narrative of the Life of Olaudah Equiano Written by Himself. Third Edition*. Boston: Bedford/St. Martin's, 2016.

All the books are available at the book store. The *Making the West* books come as a bundle so that you get the *Sources* reader free. You will need the Olaudah Equiano book for the

second Primary Source Essay assignment. Do bring the *Sources* book to class: we'll be discussing some of the primary sources and what we can learn from them throughout the term and you'll be drawing on them to write your short primary source reflections.

### Office Hours

I will be available Thursday, 2:30 to 3:30 in 244 St. John's College. You can also e-mail me at [dale.barbour@umanitoba.ca](mailto:dale.barbour@umanitoba.ca) to set up an alternative time. You're also welcome to talk to me after class.

### Assignments

1. Participation: 10 per cent Throughout the term: Measured by two unscheduled in-class writing assignments and two primary source reflections, which are due Sept. 26 and Nov. 5.
2. First Primary Source Essay 1: 20 per cent (1,500-1,750 words) (The First Primary Source essay is due Oct. 10.)
3. Second Primary Source Essay 2: 25 per cent (1,500-1,750 words) (The Second Primary Source Essay is due Nov. 19.)
4. Mid-term Test: 15 per cent (October 22 in class)
5. Final Exam: 30 per cent (Exam date TBA)

**Late assignments:** Marks on late assignment will be reduced by three (3) percentage points for each day they are late including Saturday and Sunday. (So an assignment that is one day late and had received a mark of 75 per cent will be reduced to 72 per cent.) Extensions must be approved by the instructor at least one week before the original due date.

**1. Participation: 10 per cent (Primary Source Reflections will be 250-300 words each)** Measured by two unscheduled, in-class writing assignments and two primary source reflections, which will be due on Sept. 26 and Nov. 5.

The primary source reflections are intended to be quick hits on what you think a primary source is doing and what we can learn from it. You can pick two of the primary sources from your required reading list for these assignments. In composing your primary source reflections, you are encouraged to consider and answer the following questions:

Who is the author, and what is his/her main motivation for writing the document?

Which issues, events, and themes does the author emphasize?

Who is the intended readership—that is, in writing the document which individuals/groups was the author attempting to reach (and, perhaps, influence)?

And, lastly, what does the document tell you about the era in which it was written?

**2. First Primary Source Essay: 20 per cent each (1,500 to 1,750 words)** (Primary Source Assignment 1 is due Oct. 10.)

Students will work with a series of primary documents and write an essay of **1,500 to 1,750** words focused on a specific western civilization history question.

The essays should develop a main argument (thesis statement), and should include an introduction, a "body," which will be several paragraphs long, and a conclusion. Students will be evaluated on the quality of their interpretations; on their engagement with the primary sources; on the thoroughness of their analyses; and on the clarity of their writing. The primary documents for this assignment will be available on UM Learn.

**3. Second Primary Source Essay: 20 per cent each (1,500 to 1,750 words)** (Second Primary Source Essay is due Nov. 19.)

Students will work with *The Interesting Narrative of the Life of Olaudah Equiano* and a set of secondary sources to write an essay of **1,500 to 1,750** words focused on a western civilization history question.

The essay should develop a main argument (thesis statement), and should include an introduction, a “body,” which will be several paragraphs long, and a conclusion. Students will be evaluated on the quality of their interpretations; on their engagement with the primary and secondary source; on the thoroughness of their analyses; and on the clarity of their writing.

*The Interesting Narrative of the Life of Olaudah Equiano* is available at the University of Manitoba Bookstore. The secondary sources will be available on UM Learn.

**Citation:**

You will be required to use Chicago Style Citation for your primary source assignments. I will discuss this when the assignments are handed out but you can find information on Chicago Style Citation here:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

*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.*

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

**4. Mid-term test: 15 per cent (Oct. 22 in class)**

The mid-term test will be 60 minutes long and include:

Short answer format: You will be asked to answer five questions focused on historical change, events, and people in world history.

The mid-term will cover material from week 1 through to and including week 7.

(You will be expected to use complete sentences in your answers.)

**5. Final Exam: 30 per cent (Exam date TBA)**

The Final Exam will cover material from the entire term.

The Exam will be two hours long and include:

Part 1:

Short Answer: You will be asked to answer five (out of a selection of eight) questions focused on historical change, events and people in western civilization.

Part 2:

Full essay: You will have the opportunity to write a full essay on an important question in western civilization history.

(In both sections you will be expected to use complete sentences.)

**Grade Distribution:**

A+, 90-100%, Exceptional Work  
A, 80-89%, Excellent Work  
B+, 75-79%, Very Good  
B, 70-74%, Good  
C+, 65-69%, Satisfactory  
C, 60-64%, Adequate  
D, 50-59%, Marginal  
F, 49% and Below.

**Voluntary Withdrawal Deadline**

As the Undergraduate Calendar notes, **November 18, 2019** is the last date for Voluntary Withdrawal without academic penalty for 3-credit hour courses this term.

**On E-mail**

Students are welcome to contact the course instructor by e-mail. I will endeavor to respond to all e-mail queries the day they are received or by the next day, during regular business hours (i.e., Monday-Friday, 8:30-4:30).

**Course Technology**

The usual rules of polite society apply: if you have a cell phone turn the sound off and don't let it be a distraction.

I will use UM Learn in this course and may occasionally contact you by email. The U of M requires that you have an official university email account and that we use that account to communicate with you. Please make sure your U of M email account is activated.

**Academic Integrity**

Academic Honesty: The University of Manitoba takes a very serious view of academic misconduct, which includes cheating on examinations, plagiarism, misrepresentation, submitting purchased or borrowed papers, and/or submitting the same material in two different courses.

Submitted work in this course should be done independently. Students should familiarize themselves with the University's policies on academic dishonesty found in the University's regulations re plagiarism, cheating and impersonation in the 'Academic Integrity' section of the General Academic Regulations in the online Academic Calendar and Catalog and the Faculty of Arts regulation (online at [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities\\_integrity.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities_integrity.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.*

### **Grade Appeals**

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.

### **Faculty Regulation on Unreturned Term Work**

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

### **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).

### **Class Schedule and Reading List:**

#### **Week 1: September 5**

Course Introduction

#### **Week 2: September 10 and 12**

State of Western Civilization in 1500

The Renaissance and the push for exploration

#### **Required Readings:**

Chapter 14 Global Encounters and the Shock of the Reformation, 1492-1560, Pages 468-476.

Sources: Chapter 14: Global Encounters and the Shock of the Reformation, 1492-1560

*Scripture and Salvation: Martin Luther, Freedom of a Christian (1520)*

*SOURCES IN CONVERSATION | Reforming Christianity: John Calvin, Ordinances for the Regulation of Churches (1547) and Registers of Consistory of Geneva (1542-1543)*

#### **Week 3: September 17 and 19**

The Columbian Exchange and its meaning for Western Civilization

Reformation (and Counter-Reformation in Europe)

#### **Required Readings:**

Chapter 14 Global Encounters and the Shock of the Reformation, 1492-1560, Pages 476-500.

We'll be reviewing some of the material from your first assignment with a focus on attitudes towards expansion in Western Civilization: Merry Wiesner, et al., *Discovering the Global Past* (Available on UM Learn)

*Christopher Columbus, Journal, 1530s*

*Las Casas, Teaching the True Religion (1530s)*

*Richard Hakluyt (the Younger), Discourse of Western Planting (1584)*

*Sir Thomas Mun, England's Treasure (1664)*

*Statistics*

#### **Week 4: September 24 and 26**

The Disastrous Seventeenth Century

Absolutism and Constitutionalism

##### **Required Readings:**

Chapter 15: Wars of Religion and the Clash of Worldviews, 1560–1648, Pages 502-522.

Chapter 16. Absolutism, Constitutionalism, and the Search for Order, 1640–1700, Pages 536-559.

Sources: Chapter 16 Absolutism, Constitutionalism, and the Search for Order, 1640–1715

*Civil War and Social Contract: Thomas Hobbes, Leviathan (1651)*

*The Consent of the Governed: John Locke, The Second Treatise of Government (1690)*

##### **PRIMARY SOURCE REFLECTION 1 DUE Sept. 26.**

#### **Week 5: October 1 and 3**

The Scientific Revolution

Western Civilization, Race, and The Atlantic System

##### **Required Readings:**

Chapter 15: Wars of Religion and the Clash of Worldviews, 1560–1648, Pages 523-535.

Chapter 17. The Atlantic System and Its Consequences, 1700–1750, Pages 574-587, 591-606.

Sources: Chapter 15: Wars of Religion and Clash of Worldviews, 1560–1648

*The Scientific Challenge: Galileo, Letter to the Grand Duchess Christina (1615)*

Selections from *The Interesting Narrative of the Life of Olaudah Equiano, Pages, 40-42, 47-48, 66-67, 188-189.*

Sources: Chapter 17 The Atlantic System and Its Consequences, 1700–1750

*SOURCES IN CONVERSATION | A "Sober and Wholesome Drink": A Brief Description of the Excellent Vertues of That Sober and Wholesome Drink, Called Coffee (1674) and The Coffee House Mob (1710)*

*A Domestic Drink: Richard Collins, A Family at Tea (c. 1726)*

#### **Week 6: October 8 and 10**

The Enlightenment

The French Revolution

##### **Required Readings:**

Chapter 18 The Promise of the Enlightenment, 1750-1789, Pages 610-644.

Chapter 19 The Cataclysm of Revolution, 1789-1799, Pages 646-679.

Sources: Chapter 17 The Atlantic System and Its Consequences, 1700–1750

*Early Enlightenment: Voltaire, Letters concerning the English Nation (1733)*

Sources: Chapter 18 The Promise of Enlightenment, 1750–1789

*Rethinking Modern Civilization: Jean-Jacques Rousseau, Discourse on the Origin and Foundations of Inequality among Men (1753)*

*Reforming Commerce: Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations (1776)*

*SOURCES IN CONVERSATION | Racism and the Enlightenment: David Hume, Of National Characters (1754) and Robert Hancock, The Tea Party (1756–1757)*

### **FIRST ASSIGNMENT DUE OCT. 10.**

#### **Week 7: October 15 and 17**

The French Revolution and Napoleon  
Napoleon and the Aftermath

##### **Required Readings:**

Chapter 20 Napoleon and the Revolutionary Legacy, 1800-1830, Pages 680-714.

Sources: Chapter 19 The Cataclysm of Revolution, 1789–1799

*Defining the Nation: Abbé Sieyès, What Is the Third Estate? (1789)*

*The People under the Old Regime: Political Cartoon (1815)*

*Establishing Rights: National Assembly, The Declaration of the Rights of Man and of the Citizen (1789)*

*SOURCES IN CONVERSATION | A Call for Women's Inclusion: Olympe de Gouges, Declaration of the Rights of Woman (1791) and Mary Wollstonecraft, A Vindication of the Rights of Woman (1792)*

Sources: Chapter 20 Napoleon and the Revolutionary Legacy, 1800–1830

*Codifying French Law: Napoleon Bonaparte, The Civil Code (1804) 384*

#### **Week 8: October 22 and 24**

Industrialization

##### **Required Readings:**

Chapter 21 Industrialization and Social Ferment, 1830-1850, Pages 717-753

Sources Chapter 21 Industrialization and Social Ferment, 1830–1850

*Establishing New Work Habits: Factory Rules in Berlin (1844)*

### **MIDTERM TEST: Tuesday, October 22 IN CLASS.**

#### **Week 9: October 28 and 31**

Industrialization and its discontents

Western Civilization as rationale for expansion, imperialism, and colonialism

##### **Required Readings:**

Chapter 22 Politics and Culture of the Nation-State, Pages 756-784.

Sources Chapter 21 Industrialization and Social Ferment, 1830–1850

*SOURCES IN CONVERSATION | The Division of Labor: Testimony Gathered by Ashley's Mines Commission (1842) and Punch Magazine, Capital and Labour (1843)*

*What Is the Proletariat?: Friedrich Engels, Draft of a Communist Confession of Faith (1847)*

*The Promise of Emigration: Gottfried Menzel, The United States of North America, With Special Reference to German Emigration (1853)*



## **Week 10: November 5 and 7**

The Nation State

The New Imperialism: Race and The Scramble for Africa

### **Required Readings:**

Chapter 23 Empire, Industry, and Everyday Life, 1870-1890, Pages 794-810.

Chapter 24, Modernity and the Road to War, 1890-1914, Pages 856-862.

Sources: Chapter 22 Politics and Culture of the Nation-State, 1850–1870

*SOURCES IN CONVERSATION | The Science of Man: Charles Darwin, The Descent of Man (1871) and Figaro's London Sketch Book of Celebrities (1874)*

Fighting for Italian Nationalism: Camillo di Cavour, *Letter to King Victor Emmanuel* (July 24, 1858)

Realpolitik and Otto von Bismarck: Rudolf von Ihering, *Two Letters* (1866)

Sources: Chapter 23 Empire, Industry, and Everyday Life, 1870–1890

*Defending Conquest: Jules Ferry, Speech before the French National Assembly (1883)*

*Subverting Empire: Imperial Federation Map of the World (1886) 444*

*Resisting Imperialism: Ndansi Kumalo, His Story (1890s)*

*Global Competition: Ernest Edwin Williams, Made in Germany (1896)*

### **PRIMARY SOURCE REFLECTION 2 DUE Nov. 5.**

## **Remembrance Day: November 11.**

**Reading week! No classes! November 12-15**

## **Week 11: November 19 and 21**

The Road to War

World War I and its aftermath

### **Required Readings:**

Chapter 23 Empire, Industry, and Everyday Life, 1870-1890, Pages 811-825.

Chapter 24, Modernity and the Road to War, 1890-1914, Pages 835-840, 848-855, 862-869.

Chapter 25 World War and Its Aftermath, 1914-1929, Pages 872-910.

Sources: Chapter 24 Modernity and the Road to War, 1890–1914

*Racialized Ideas of Evolution: Sir Francis Galton, Eugenics: Its Definition, Scope, and Aims (1904) and International Eugenics Conference Poster (c. 1921)*

*SOURCES IN CONVERSATION | Imperialism and Anti-Imperialism: Rudyard Kipling, The White Man's Burden and Editorial from the San Francisco Call (1899)*

### **SECOND PRIMARY SOURCE ASSIGNMENT DUE NOV. 19.**

## **Week 12: November 26 and 28**

Depression, Hitler, and World War II

A Bipolar World (Cold War and post war recovery)

### **Required Readings:**

Chapter 26 The Great Depression and World War II, 1929-1945, Pages 914-953.

Chapter 27 The Cold War and the Remaking of Europe, 1945-1960s, Pages 956-993.

Sources: Chapter 25 World War I and Its Aftermath, 1914–1929

*Establishing Fascism in Italy: Benito Mussolini, The Doctrine of Fascism (1932)*

*A New Form of Anti-Semitism: Adolf Hitler, Mein Kampf (1925)*



Sources: Chapter 26 The Great Depression and World War II, 1929–1945  
*Socialist Nationalism: Joseph Goebbels, Nazi Propaganda Pamphlet (1930)*  
*The Final Solution: Sam Bankhalter and Hinda Kibort, Memories of the Holocaust (1938–1945)*

**Week 13: December 3 and 5**

Globalization and a post-industrial west

Review

**Required Readings:**

Chapter 28 Postindustrial Society and the end of the Cold War Order, 1960s-1989, Pages 997-1006, 1010-1032.

Chapter 29 A New Globalism, 1989 to the Present, Pages 1037-1043.

Sources: Chapter 27 A New Globalism, 1989 to the Present

*Nationalism and the EU: Paresh Nath, European Nationalism Cartoon (2017)*

*Remembering European History: Tony Judt, What Have We Learned, If Anything? (2008)*

**Final Exam: Exam date TBA**