

History 1212 – Western Civilization, 17th Century to the Present

Summer 2013

M/W/F, 10:05am-11:55am

Journalism Building, 0375

Instructor: Mark Sokolsky

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Office Hours: Wednesday 1:00pm-3:00pm or by appointment

About the Course

This course seeks to introduce students to the world of modern European history, and to develop the skills and habits required for historical analysis. Through lectures, course readings, discussions, and essays, students will examine the past 500 years of the European experience, a time of tumultuous change with world-historical importance. Particular emphasis will be placed on transformations in European worldviews, the development of warfare and the nation-state, the rise of modern science, and the economic and ecological bases of European growth.

Throughout the course, students will learn skills that will be necessary for them both as history students and in most of life's endeavors: critical and analytical thinking, writing, reading, listening, note taking, working in groups, and public speaking.

Objectives/Learning Outcomes

By completing the requirements for this historical survey, students will:

1. Acquire a perspective on history and an understanding of the factors that shape human activity. This knowledge will furnish students insights into the origins and nature of contemporary issues and a foundation for future comparative understanding of civilizations.
2. Develop critical thinking through the study of diverse interpretations of historical events.
3. Apply critical thinking through historical analysis of primary and secondary sources.
4. Develop communications skills in exams, papers, discussions.
5. Develop an understanding of the patterns of European history, and how they inform present-day European society, politics, and relations with the rest of the world.

Important Information

Students are very welcome to come and talk with me about any aspect of the course and the wonders of history. My office hours and location are listed above. I can also be reached by e-mail (sokolsky.2@osu.edu).

In accordance with departmental policy, **all students must be officially enrolled in the course by the end of the first full week of the summer session (by June 14, 2013).** Enrolling officially and on time is solely the responsibility of each student.

Academic Dishonesty: The work you submit to me must be your own. Any cases of plagiarism and cheating will be referred to the appropriate University Committee on misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed, illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Ave; Tel: 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

This is a GEC course. This course fulfills the second half of the GEC Category 5. Arts and Humanities A. Historical Survey. It also fulfills the GE category of "GE Diversity: Global Studies" and "GE Historical Study"

Grading

The grading scheme is as follows:

Participation (15%) and attendance (5%)	20%
Essay 1 – on Voltaire's <i>L'Ingénu</i> – Due <u>Wed., June 26</u>	15%
Midterm exam - July 3	20%
Essay 2 – on Michael Frayn's <i>Copenhagen</i> – <u>Due Wed., July 23</u>	20%
Final – July 31, 10:00am-11:45am (in class)	25%
*Extra credit – (see below)	up to 1.5%

Readings

This course will involve several different kinds of readings. We will read Voltaire's story "The Ingénu" and Michael Frayn's play, *Copenhagen*. Reading these works will be required for discussions (on June 21 and July 19, respectively) and to complete your assignments (see below). Other readings intended for discussion will be posted on CARMEN.

Required Texts:

1. Brian Levack, Edward Muir, Michael Maas, Meredith Veldman, *The West: Encounters and Transformations, Vol II, Since 1550*, 3rd edition. ISBN: 9780132132862

- This is the main course textbook. The schedule below provides recommended readings from this textbook to match each lecture which will reinforce what we discuss in class.
- Please note that exams will be based on material covered in lectures and discussion (lecture outlines will be posted on CARMEN), even if such topics are not addressed in the textbook.

2. Voltaire, *Candide and other Stories* (Oxford and New York: Oxford University Press, 2007). ISBN 978-0-19-953561-3

- Voltaire's "The Ingénu" (printed in the volume *Candide and other Stories*) will be necessary for an extended class discussion and your first paper
- NOTE: Make sure you get this edition, since we will be reading a story in this collection called "L'Ingenu" (sometimes called "The Huron"), not "Candide"

3. Michael Frayn, *Copenhagen*. ISBN: 9780385720793

- This book is required for the second assignment

Recommended Texts:

1. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7th edition (Boston and New York: Bedford/St. Martin's, 2010). ISBN 978-0-312-61041-8

- I strongly recommend Rampolla's *Pocket Guide to Writing in History*, a small but indispensable resource for studies in history or related fields.

CARMEN materials

1. Excerpts from Hobbes's *Leviathan* and Locke's *Two Treatises on Government* (for June 14)
2. Excerpts from Smith's *The Wealth of Nations* and the Sadler Report (for June 28)
3. Readings on Victorian culture and science (for July 5)
4. Readings on interwar mentalities (Valéry, Remarque, Salomon, Freud) (for July 12)

Attendance and Participation

Attendance is required - I will allow up to two unexcused absences. Your active **participation** in the course is also essential. At least one class per week will be devoted to discussion of assigned readings, and your involvement in these discussions will count toward your participation grade. You are expected to have read the assigned materials **before class**, and to come to class ready to talk about them. I encourage you to think of **questions** or **comments** about the assigned materials as you read. You may bring the readings themselves to class (printed, on a computer etc.), or simply bring detailed notes on the readings.

Online forum: Another option for participation will be the course's **online forum**. At the start of each week a broad question will be posted on the CARMEN discussion board. You may respond to this question, or to other students' responses; you can ask questions of your own; you can post links to websites or other relevant materials. Online posts will also be factored into your participation grade. As in class, keep online discussions respectful and appropriate.

Remember: whether online or in-class, discussions are not just about talking for the sake of talking, or about giving specific answers to set questions. Think about what you say, and say what you think. Use evidence to back up your points. Ask questions, especially if you don't understand the material—chances are, someone else will have the same question.

Exams

There will be a midterm examination on July 13 and a final examination on July 31 (10:00am-11:45am).

The **midterm** will focus on lecture and discussion materials from the beginning of the course. It will include a) a map section b) identification/short answer questions and c) long-answer essay questions.

The **final** will include short answer questions that focus on materials from the second half of the course (i.e. July 5th onwards) and comparative questions that will require recall of materials from the June 10-July 1 period.

Essays

This course will include two written essays, one due **June 26** and one **July 24 (by 12:00am)**. Papers may be submitted electronically via the CARMEN drop box or as a hard copy. They should be written in 12-point font with 1" margins.

- Make a **clear argument**, with a **thesis statement**, and support it with **specific and concrete evidence**
- **Guidelines:** Please follow the *instructions for essay writing*, posted on CARMEN.
- **Outlines:** I am happy to read over essay outlines and respond with feedback before essay due dates. If you choose to submit an outline for review, please do so by June 21 (essay #1) and/or July 19 (essay #2)
- **Length:** Both essays should be 750 words in length. (I will deduct 1/3 of a letter grade for every 100 words above or below this target.)

Essay 1: Voltaire's L'Ingénu and the Enlightenment. The first essay will involve a close reading of Voltaire's "The Ingénu" and should be 750 words in length.

For this assignment, answer the following question:

Does "The Ingénu" embody the spirit of the Enlightenment? Why/why not?

- To answer this question, you will need to consider 1) what the Enlightenment was 2) how the Huron speaks for or against Enlightenment ideas. Use **specific** elements of the story to support your points (using quotations, paraphrasing, or reference to specific events).

Creative option!

If the Huron (Voltaire's main character) somehow travelled to 21st-century France (or the USA, or Ohio, or OSU...), what would he say? You may write either an expository essay or a narrative of your own. Either way, your paper should still have an argument.

Essay 2: Michael Frayn's Copenhagen

For your second essay, you will analyze the play *Copenhagen*. You can answer ONE of the following questions:

1. What does *Copenhagen* suggest about the moral role of scientists in the modern era?
2. What does *Copenhagen* tell us about our how we understand the past?
3. Do you believe that Heisenberg sabotaged the Nazi atomic bomb project? Why/why not?
4. You may choose to answer a different question, of your own choosing, provided I approve the topic beforehand.

Extra Credit - There are three options for extra credit, each worth 0.5% of the final grade, all due by July 29 or before.

1) Movie review. Watch a movie related to the history of modern Europe and write a 300-word film review. You can assess the quality of the film, its historical accuracy, or other relevant themes. Please clear your movie selection with me. Some suggested films are posted on CARMEN.

2) News analysis. Find an article or report in the news that either discusses an element of European history or relates something we discussed in class (an event, an ideology, etc.) to the present. Write a 300-word response to the article summarizing the content and giving your thoughts on its content.

3) Historical memes! You can make me an historical meme based on *either* one of our class topics *or* the topic your group has chosen. You will need to:

- 1) Find a single *primary source image* from the topic you intend to make fun of
- 2) Come up with **three** historical jokes relating to your image and the topic it relates to (i.e., the jokes should make **historical sense**; you're not just making fun of the image).
- 3) Make these three jokes into memes (it's easy to do that at: <http://www.quickmeme.com/make/>).
- 4) Describe your meme to me (more or less how [knowyourmeme.com](http://www.knowyourmeme.com) does).

You can check out an example here: <http://www.quickmeme.com/Sad-Stalin/?upcoming>

Course Schedule

Readings marked with an asterisk (*) are required and are posted on CARMEN

Week 1 - Early Modern Europe: Expansion, Reformation, and State-Building

Date	Topic	Readings	Assignments/Other
June 10 (M)	Course intro		
June 12 (W)	Reformation and religious wars	<i>Levack, 466-483</i>	
June 14 (F)	State-building and absolutism Discussion of Hobbes and Locke	Hobbes and Locke <i>Levack 488-526</i>	

Week 2 - Economies, empires, and Enlightenment

June 17 (M)	Commerce, consumption, and the early modern economy	<i>Levack 552-565</i>	
June 19 (W)	Scientific Revolution and Enlightenment	<i>Levack 528-551; 596-616</i>	
June 21 (F)	Discussion: Voltaire's "The Ingenu"	"The Ingenu"	Optional: submit essay 1 outline

Week 3 - A World Upended: Political and Industrial Revolutions

June 24 (M)	The French Revolution and the Napoleonic Wars	<i>Levack 618-654</i>	
June 26 (W)	Industrialization	<i>Levack 654-665</i>	Essay 1 due (by 5pm)
June 28 (F)	Discussion: industrial life	Smith, Sadler (CARMEN)	

Week 4 - More Revolutions: Industrialization, Nationalism, and Socialism

July 1 (M)	The age of 'isms'	Levack 684-708	
July 3 (W)	Midterm exam – in class		
July 5 (F)	Victorian culture, science, society Discussion: Smiles	Levack 684-706; 750-757 Smiles, Darwin (CARMEN)	

Week 5 –Crisis of the old order

July 8(M)	New nations, new imperialism	708-719; 725-735; 765-783	
July 10 (W)	Europe in war and revolution	Levack 784-807	
July 12 (F)	Interwar Society Discussion: Interwar culture	Levack 807-818 Valery, Remarque, Salomon, Freud (CARMEN)	

Week 6 –Authoritarianism and conflict

July 15 (M)	European authoritarianism	Levack 820-846	
July 17 (W)	The World at War (again)	Levack 856-889	
July 19 (F)	Discussion: Copenhagen	Levack 890-910 Copenhagen	Optional: submit essay 1 outline

Week 7 - Divided and United: the Triumphs and Challenges of Late Modernity

July 22 (M)	The Cold War	Levack 911-942	
August 24 (W)	Dissent, disillusionment, and communist collapse	Levack 943-965	Essay 2 due (by 5pm)
August 26 (F)	Discussion: European unity and future challenges		

Week 8

Final Exam: July 31, 2013, 10:00am-11:45am, Journalism Building 0375