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Office Hours: By appointment, Wilson Hall
Lecture: Tuesday and Thursday 10:50-12:05 PM, CHVR 215

HSTR 102 IH

Western Civilization From 1300

This course is designed to be an introduction to Europe from the late Middle Ages (circa AD 1300) to the end of the twentieth century. Special attention will be given to the transformation of civilization, from a culture grounded in feudalism and religious unity (Christendom) to societies struggling to come to terms with dynamic religious and political environments, changing social conditions, and effects of regional and world economic events. Key themes of Western Civilization are: the Renaissance, the Reformation, the development of overseas empires and the coming of capitalism, the formation of the nation state, the Scientific Revolution, the French Revolution, liberalism and the Industrial Revolution, socialism and the rise of labor, modern colonialism, the world wars, communism and capitalism, fascism, decolonization, the Cold War and the European Union. Lectures and readings are intended to further students' general appreciation for European history.

Under the new Core 2.0, this course is designated as Humanities (IH). For this reason, throughout the semester we will explore European philosophy, art, and intellectual ideas, many of which shaped the human condition. Tests and written assignments will reflect this theme.

Weekly recitation periods will provide students the opportunity to read and analyze primary documents in a small group setting, and to learn to write thoughtfully about the past. In short, students will be expected to examine European culture from 1300 to 1990, like an historian.

Required readings (available for purchase in the MSU bookstore):

Lynn Hunt et al., *The Making of the West*, 3rd edition, Volume II – Since 1500 and accompanying Katherine J. Lualdi, Source Book

Voltaire, *Candide*

Adam Hochschild, *King Leopold's Ghost*

Art Spiegelman, *MAUS: A Survivor's Tale: My Father Bleeds History*

Classroom conduct:

Turn cell phones off. If you are expecting an important call during lecture or recitation periods, please program your cell phone to ring on vibration mode and sit in the back of the classroom, so that you may easily exit the hall. No video or audio recording of any kind without permission from the instructor. Any form of cheating or plagiarism will be met with a failing grade on the assignment and most likely a failing grade in the course, accompanied by a formal report to the Dean of Students.

Course requirements and grading:

- Attendance and participation is required in both lecture and recitation to succeed in this course (20%).
- Reading of the assigned texts is required to succeed in this course.
- The Midterm examination will include material discussed in the first half of the course (20%).
- The Final examination will cover material since the Midterm (20%).
- Over the course of the semester, you will be reading 3 additional books, aside from the textbook. You will be expected to read all 3 books for class discussion and write a paper on Adam Hoschild's, *King Leopold's Ghost*. The paper is due **in class** on the day the book is discussed. No late papers will be accepted (20%).
- Participation in a Group Presentation will be required to succeed in this course (20%).
- Recitation sessions will be dedicated to discussing primary documents, which correspond to the themes presented during Tuesday and Thursday lectures. Please note that primary documents are located in the Katherine J. Lualdi source book, referenced below:

The numbers in parentheses refer to the chapters of *The Making of the West* that you should read for the corresponding lecture. Not all material in these chapters will be addressed in lecture. However, you will be responsible for the assigned readings on exams. *Please note that some of the lectures, including the first two weeks of class, will have no corresponding text material to read.*

Lecture Schedule:

WEEK ONE: *Getting started*
 1/9 Introduction

****Recitation sessions: NO RECITATION SESSIONS UNTIL WEEK BEGINNING 1/27.**

WEEK TWO: *The late Medieval Age*

1/14 Medieval Society – Politics / Religion
1/16 Renaissance Humanism

****Recitation sessions: NO RECITATION SESSIONS UNTIL WEEK BEGINNING 1/27.**

WEEK THREE: *A brave new world*

1/21 European Expansion and Exploration
1/23 Reformation, Counter-Reformation and Wars (Hunt, 14, 15)

****Recitation sessions: NO RECITATION SESSIONS UNTIL WEEK BEGINNING 1/27.**

WEEK FOUR: *Running scared*

1/28 The Age of Science and Superstition
1/30 The Enlightenment, and British Constitutionalism v. Absolutism (Hunt, 16, 18)

****Recitation Sessions: Lualdi – 16: 2, 3, 4**

WEEK FIVE: *Political Philosophy*

2/4 Group 1 Presentation: Immanuel Kant
2/6 Conversation regarding Voltaire's *Candide*

****Recitation Sessions: Lualdi – 18: 4, 5**

WEEK SIX: *Fermentation*

2/11 Film: *The French Revolution*
2/13 Mid-Term Review

****Recitation Sessions: Lualdi – 19: 1, 4**

WEEK SEVEN: *Mid-Term and the growth of Capitalism*

2/18 **MID-TERM**
2/20 Industrialization and Urbanization (Hunt, 21)

**** NO RECITATION SESSIONS**

WEEK EIGHT: *Wealth, Empire, and the Human Cost*

2/25 Group 2 Presentation: The Atlantic System, Early Colonies and Slavery (Hunt, 17)
2/27 Socialism and Marxism (Hunt, 21)

**** Recitation Sessions: Lualdi - 17:1, 21:1**

WEEK NINE: *Clash of consciousness*

3/4 Film: *The Origin of Species*
3/6 Group 3 Presentation: Charles Dickens: bourgeois culture and the urban poor (Hunt, 22)

****Recitation Sessions: Scholarly writing tutorial**

WEEK TEN: **SPRING BREAK – NO CLASS**

WEEK ELEVEN: *Culture of the masses and the New Imperialism*
3/18 Imperialism (Hunt, 23)
3/20 **Conversation regarding Hoschild's, *King Leopold's Ghost* ***
PAPERS DUE IN CLASS*

****Recitations Sessions: GTA WEEK**

WEEK TWELVE: *"the other"*
3/25 Film: King Leopold's Ghost
3/27 Group 4 Presentation: Modernity: feminism, the vote and the Pankhursts (Hunt, 24)

****Recitation Sessions: Lualdi – 24: 4, 5**

WEEK THIRTEEN: *The end of innocence*
4/1 World War I and European Society (Hunt, 25)
4/3 Group 5 Presentation: Lenin, Stalin and a new Russia (Hunt, 25, 26)

****Recitation Sessions: Lualdi – 25: 2, 4**

WEEK FOURTEEN: *An age of extremes*
4/8 Depression and Fascism (Hunt, 26)
4/10 World War II and The Holocaust (Hunt, 26)

****Recitation Sessions: Lualdi - 25: 4, 5**

WEEK FIFTEEN: *The world at war*
4/15 **Conversation regarding Spiegelman's MAUS**
4/17 **Film: *Night and Fog***

**** GTA meetings with students**

WEEK SIXTEEN: *The politics of power and poverty*
4/22 The Cold War and Decolonization (Hunt, 27/28)
4/24 Final Exam Review

****Recitation Sessions: Lualdi – 27: 1,3**

Final Examination:

Please see Final Exam Schedule published on Montana.edu. Bring a bluebook and a pen or pencil.

PAPER ASSIGNMENT

Due: 3/20 in class

By the final quarter of the nineteenth century racism was institutionalized in European society. No more keenly was this felt than in Europe's colonies abroad. While the backdrop for Rudyard Kipling's poem "The White Man's Burden" (1899) was British India, its theme was one that resonated throughout European empires - most especially in Africa where blacks were viewed as children who required the tutelage of whites to renounce what were perceived as "savage" customs and, in turn, become more "adult" and, therefore, civilized.

**"Take up the White Man's burden--
Send forth the best ye breed--
Go bind your sons to exile
To serve your captives' need;
To wait in heavy harness,
On fluttered folk and wild--
Your new-caught, sullen peoples,
Half-devil and half-child..."**

Consequently, European administrations introduced measures in Africa to curb "backwardness" among indigenous populations. Policies which stressed physical labor (feeding European coffers) were the basis of colonial industrial programs throughout the continent. The Belgian ruler, King Leopold II, who maintained possession and oversight of the Congo Free State from 1885 to 1908, arguably put in place the most ambitious rules and regulations among European colonial powers geared towards creating an efficient and responsive society in sub-Saharan Africa, all the while extracting valuable resources. **Please identify the religious, cultural, and political justifications that underpinned King Leopold's administration in the Congo. Further, what were the European philosophies and religious attitudes, by the nineteenth century, which allowed for the subjugation of foreign peoples in the colonies under the auspices of a "civilizing mission"?**

Your paper should be 7 pages in length, double-spaced. Please see the attached "paper format" to guide the construction of your document.

PAPER FORMAT

1. Title: Whether on the first page of the paper, or better yet on a proper “title page,” you should list your paper title, name date, class, and instructor.
2. Instruction: Make general comments about the topic – for example, think of a story or incident from your reading or research that will “hook” the reader. Moreover, take the time to explain why it is that your topic, narrative, and argument are original and significant.
3. Thesis: In a sentence or two (usually toward the end of the introduction), clearly state your argument and describe your paper’s organization. In its most concise form, a thesis may read something like, “In this paper, I intend to demonstrate that...” or “This paper argues that...” In terms of organization, say something like, “For this purpose, I have divided this paper into three parts. Part one illustrates...” The purpose of the thesis is to establish your interpretation of a book, or a collection of books, sources, and other documents. Summarize what you intend to say in the paper and how you intend to set up your paper to most effectively say it. A lucidly articulated thesis and organizational statement strengthen the basic nature of your argument and paper.
4. Body: The body of the paper should be divided according to the organization you described in the thesis; be sure to stick to the organization you outlined in the thesis or the logic of your argument, not to mention the paper’s basic coherence, will be lost. Cite evidence from the source material that best supports the main points of your argument. In this course, parenthetical references following quotations are sufficient. Ideas drawn from lectures, discussions, and textbooks do not need to be cited; but if you consult them, you should include them in the paper’s bibliography. Of course, if you quote from a textbook or borrow an original idea, you should cite it. A proper bibliography can be found in *The Chicago Manual of Style*. Examples of book references:

Bibliography:

Cooper, Frederick. *Colonialism in Question: Theory, Knowledge, History*. Berkeley: University of California Press, 2005.

Footnotes or endnotes:

Frederick Cooper, *Colonialism in Question: Theory, Knowledge, History* (Berkeley: University of California Press, 2005).

5. Conclusion: Restate your thesis and summarize your argument. For example, “In this paper I have shown...” This is a good chance to go back through your paper and make sure you’ve done what you’ve said you’ve done.
6. Bibliography: A bibliography should be attached at the end of the paper and list, in the proper form, all of the sources consulted in your paper.
7. Page numbers: should appear on all but the first page of the text.

Montana State University seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the instructor, who will make the necessary arrangements.

Some of the readings, lectures, films, or presentations in this course may include material that may conflict with the core beliefs of some students. Please review the syllabus carefully to see if the course is one you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.