Course Description
What is history? What do historians mean when they say “western civilization”? What is the difference between “Western” history and the history (or histories) of the rest of the world? Can people as different as Czechs, Congolese, and Californians be said to share aspects of a common history? And then again, why study Western history, especially if some definitions of “Western” exclude us for some reason?

One way of getting at these questions starts with money—what has been traditionally defined as the West has more of it than almost anyone else. Why is that? How did it happen? What have been the consequences, both good and bad, of this historical development? As we investigate these questions and those above, we will also examine several other related themes such as religion, law, freedom and unfreedom, gender and sexuality, migration and settlement, and globalization. While we will cover a lot of ground in this course both temporally and geographically, we will not be able to address every event, issue, or personage. Unlike other history courses you may have encountered in the past, the focus here is not on memorization of facts and dates. What I hope, and expect, is that you will develop a deeper understanding of the way the world we live in works and why it has come to the point where it is.

This course is also about doing history. To that end, we will be asking the following questions as we conduct our investigations:

- **Facts:** What really happened?
- **Evidence:** How do we know?
- **Interpretation:** How do we decide what it means?

Goals
By the end of this course, you should be able to

- demonstrate familiarity with the major chronology of Western civilization
- explain long-term changes and continuities in Western civilization
- identify, evaluate, and appropriately cite online and print resources
- analyze primary sources of various kinds (texts, images, music) and use these sources as evidence to support interpretation of historical events
- communicate effectively—orally and in writing—your understanding of patterns, processes, and themes in the history of Western civilization

Texts
In addition to readings and images accessible on the web, Blackboard, or through the library’s electronic databases, there are two required texts:


Assignments & Evaluation
There are 400 possible points in this course. During HIST 100, you will complete four comprehensive assignments, each worth 100 points. These tasks should demonstrate your ability to analyze and synthesize the materials covered during the course and to offer your own original conclusions. These assignments include:

- **Primary Source Analysis:** interpreting key concepts and events uncovered as we examine sources related to commodities and culture in early Western history
- **Image Analysis:** examining the emergence of capitalism in medieval and early modern European history and its world-historical effects
- **Secondary Source/Film Analysis:** exploring the links between consumer capitalism, scientific study, information networks, and cultural change from the 17th through the 20th centuries
- **Basics of Research:** using the library and internet to explore a commodity’s place in the modern world economic system

Assignment due dates, along with instructions, are available in Blackboard.
**Blackboard Policy**

All assignments and non-text course documents will be posted to Blackboard, and your work will be accepted there, and only there. The Blackboard policy for this course is:

- No assignment will be accepted by email or hardcopy unless I agree in advance. Typically, I will only agree if there is an emergency involved, so not understanding how to use Blackboard does not qualify (see below).
- I do not confirm receipt of assignments—when you click “submit” in Blackboard, the system will let you know if it has been accepted.
- If you do not know how to use the system, I will help you on an individual basis during office hours. Ignorance of the system is unacceptable.
- You must copy your assignment into the text submission box unless I say otherwise. I do not have the capacity to download hundreds of documents.
- If you submit an assignment accidentally before it is completed or you are dissatisfied with it AND Blackboard will not let you take it back for some reason, let me know and I will reset your assignment.
- Do NOT insert comments about the assignments, me, your fellow classmates, etc. on your submissions. If you have a problem with the assignment (wording, purpose, e.g.), me, your classmates, you must speak to me in person about it. If it bears on how you approach an assignment, talk to me beforehand. Don’t complain afterward without having tried to do something about it.

**Extra Credit**

There are two opportunities for extra credit:

- Up to 20 pts—Museum Analysis: you may analyze “HENRY VIII EXHIBIT” currently on view at the Folger Library, and decide how it enriches, or not, the study of Western civilization. The guidelines and directions to the Library will be posted early in the term.
- Up to 20 pts—Attendance: perfect attendance (no absences, excessive tardies, or early departures for ANY reason) will automatically receive 20 extra points at the end of the course. If you miss one class, you will receive 15 points; miss two classes, 10 points; three classes, 5 points. More than three, no extra credit.

**Attendance & Participation**

Excessive absence and tardiness, as well as early departure, are an insult to your classmates who attend the full period. If you are late and I have already taken the roll, see me after class. If you need to leave early for any reason, let me know in advance so I can note your presence and sit close to the door; however, if you leave before 1:45pm, you will not receive credit for that day’s attendance. If you are absent for any reason, I don’t need to know it. There is no grade penalty attached to absence, and the extra credit is only for perfect attendance.

Tardy (T) = 15+ minutes after class starts
Leaving Early (LE) = any departure before class is dismissed
2 Ts or LEs or combination of the two = 1 absence

Your full attention is critical to your success, and it DOES count heavily in the way I assess your written work. Thus it could make the difference between a B+ and A-, for example. Participation means active and meaningful sharing in everything we do together. You must keep up with the assigned readings, come to class ready to discuss them, take part fully in all activities including notetaking, and promptly complete all assignments. I look for evidence that you have paid attention to our classroom discussions when I grade assignments. I also take class discussion into account when making these assignments. Always take notes unless I specifically tell you not to.

**Late Papers & Incompletes**

On-time submissions take priority in grading, and quick return of late submissions is not guaranteed. If you submit your assignment late, it goes to the bottom of the grading pile. I have several classes each semester, so do the math. No assignment will be accepted after 11:59pm on the fifth day after it is due without a valid written medical note or notice of a major crisis. The final assignment is due on the date listed—no late paper will be accepted without prior notification of a crisis. There are no makeup assignments; everyone does the same work.

Incompletes are given only in extraordinary circumstances, and we must discuss those circumstances well before the end of term. You must have completed the first two assignments with a passing grade (59.5% or above) AND have attended 75% of the class meetings for consideration. Those who receive incompletes are not eligible for ANY extra credit, including that given for attendance.

**Learning & Writing Centers**

Subject-specific help is available, free of charge, from the college. If you begin to have difficulty in the course, talk to me first! If you make a sincere effort to follow my advice, and your work still does not improve, then you should seek further assistance from the Learning and/or Writing Centers. If you make an appointment to use one or both centers, please let me know in advance, and I will contact your tutor and
let him/her know what we have been working on and what I think you need help with. If you seek help for a specific assignment, remember to take a copy of the instructions with you.

Special Accommodations
If you require any type of special accommodation, testing or otherwise, please see me privately at the beginning of the term. You must provide proper documentation from the appropriate authority, and we can then make any necessary adjustments. Students with disabilities are encouraged to contact a counselor in the Disability Resource Center to discuss possible accommodations. All information is kept confidential and may increase your chances of success in the academic setting. Also, if you have anything going on in your life that might prevent you from doing your best work, let me know as soon as possible so we can discuss strategies for success—waiting until after you have failed a quiz or missed an assignment will not help, and it will be disastrous if you wait until the end of the term.

Fire/Emergency Evacuation
In case of emergency, please follow the emergency procedure as posted in the classroom.

Academic Integrity
First and foremost, please adhere to the Honor Code scrupulously. Violation of the Honor Code will result in failure on the assignment or failure in the course, depending on the severity of the infraction. Students are expected to follow the academic integrity standards as set down in the Student Handbook.

Course Schedule
You must read all of the required texts and completed any assignments on the schedule below PRIOR to the day for which they are listed and to be discussed. If you have not done the readings, you will have little or no idea about what we are discussing. Bring all listed reading materials to class each day. Remember that this is a tentative schedule. If we fall behind for any reason, that is OK—we will make up the difference somewhere else, or not! As for due dates, they are solid unless I notify you otherwise.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>CLASS MEETINGS</th>
<th>TOPIC</th>
<th>READING(S)/VIEWING(S)</th>
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<tbody>
<tr>
<td>1</td>
<td>Sep 1</td>
<td>Introduction to the History of Western Civilization</td>
<td>“Guns, Germs, and Steel,” part I: “Out of Eden” [in class]</td>
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<td>2</td>
<td>Sep 8</td>
<td>Commodities, Globalization, and Western History</td>
<td>Turner, pp. xi-36, Koeppe, xi-48</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reference</td>
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<td>6</td>
<td>Sep 29</td>
<td>Success and Struggle in the Middle Ages</td>
<td>-Turner, pp. 119-287</td>
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-“Medici: Godfathers of the Renaissance,” part II [in class]  
-“The Day the Universe Changed: Printing Transforms Knowledge—A Matter of Fact” [available at http://www.mahalo.com/the-day-the-universe-changed-episode-4; also available in the library] |
-readings on assorted early modern trade products at http://www.lib.umn.edu/bell/tradeproducts [WEB] (choose 3 products and read the short papers attached to each link)  
-“The Ascent of Money, part II: Bonds of War” (2009) [in class] |
| 14   | Nov 17 | The Mass Society, part I: 1870-1945                                    | -Koeppe, pp. 49-95  
-“Indochine” (1992, dir. Regis Wargnier) [in class] |
| 15   | Dec 1  | The Mass Society, part II: 1945-1970                                   | -Koeppe, pp. 96-182                                                                         |
### Assignment Schedule

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date (by 11:59pm)</th>
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<tbody>
<tr>
<td>1: Primary Source Analysis</td>
<td>Sep 26</td>
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<tr>
<td>2: Image Analysis</td>
<td>Oct 24</td>
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<tr>
<td>3: Secondary Source/Film Analysis</td>
<td>Nov 28</td>
</tr>
<tr>
<td>4: Basics of Research &amp; Museum Extra Credit</td>
<td>Dec 15</td>
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