

HISTORY OF WESTERN CIVILIZATION

HIST 100-002

Spring 2022

3 credit hours

The Big Ideas, Momentous Events, and Important People of Western Civilization

Instructor: Professor Chris Elzey

Location: Nguyen Engineering Building 1101

When: M/W 10:30-11:45 am

Office: Horizon Hall 3208

Email: celzey@gmu.edu (please use your GMU account when emailing)

Office Hours: W 1:00-3:00 pm, and by appt.

Teaching Assistants: Hernán Adasme (hadasme@gmu.edu) and John Legg (jlegg5@gmu.edu); office hours by appt. only

Prerequisites for the Course

None

Class Contacts

1. Name and contact information:
2. Name and contact information:

The Course

The History of Western Civilization explores the significant events, issues, historical figures, and social and cultural movements of the western world from antiquity to the present. We will spend the bulk of our time examining the people, ideas, and events that changed the course of western history.

Why study the history of western civilization? One reason is that it allows you to better understand the world in which you live. Much of what has been identified as the “modern” experience—democracy, enlightened thinking, egalitarianism—owes itself in large part to the influence of western civilization. Another reason is that the history of western civilization provides an intellectual foundation to appreciate the various artistic, cultural, philosophical, and literary movements that have informed—and continue to inform—the modern experience in the west.

Learning Objectives

HIST 100-DL1 is a course in the Mason Core curriculum. As listed on GMU’s website for “Learning Outcomes” for the History of Western Civilization, after completing the course, students will be able to:

1. “Demonstrate familiarity with the major chronology of Western civilization”
2. “Demonstrate the ability to narrate and explain long-term changes and continuities in Western civilization”

3. "Develop multiple literacies by analyzing primary sources of various kinds (texts, images, music) and using these sources as evidence to support interpretations of historical events"

For more on the Mason Core learning outcomes, see:

<https://masoncore.gmu.edu/western-civilizationworld-history/>

In addition, I've designed the course so that upon completion of HIST 100-DL1, students will also be able to:

4. Explain the major concepts, principles, historical trends, and social and cultural movements and traditions of western civilization
5. Express themselves clearly, concisely, and persuasively through expository writing that examines the past with a critical eye

Required Texts

Achebe, Chinua. *Things Fall Apart*

Hunt, Lynn, Thomas R. Martin, Barbara H. Rosenwein, and Bonnie G. Smith. *The Making of the West: Peoples and Cultures*, 6th Edition (Value Edition)

(Please note: the pagination for the ebook is different than that of the hard copy. I would encourage you to have access to the hard copy.)

Perrottet, Tony. *The Naked Olympics*

Spiegelman, Art. *Maus I: My Father Bleeds History*, and *Maus II: And Here My Trouble Began*

There are also several required primary and secondary source documents, as well as films. All are accessible through the Blackboard page for the course.

Course Structure

HIST 100-002 is an in-person course, though some material can be found on Blackboard under the "weekly module" on the Blackboard page for the course. In addition, much of the coursework is to be submitted through Blackboard. The submission links are located under the "weekly module." Instructions on how to submit work can be found under "Submitting Work and TOC for Textbook" header on the course's Blackboard page. The TOC—"Table of Contents"—is included for those students who purchase the textbook online, since the pagination is different from the hard copy version. The course schedule refers to pages in the hard copy.

IMPORTANT: A deduction of 5 points will result for all work each day it is submitted late (weekends included). Realizing that computer problems and internet outages do happen, please make sure you give yourself enough time to submit the work.

It is essential that you know how to access and navigate Blackboard. For a useful reference guide, see: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>. If you have questions and/or problems with accessing and navigating Blackboard, please contact Blackboard support at George Mason.

The content of the course includes a variety of material, including lectures, readings, films, and pictures. You are responsible for all course content (in other words, everything posted in the weekly modules for the class, as well as the in-class lectures and readings you will do apart from the material posted on Blackboard).

Accessing Course Material on Blackboard

It is recommended that you have a computer in good working condition with sufficient data storage—2 gigabytes (or more) of random-access memory. It is also recommended that your internet connection is speedy and has enough bandwidth to access all of the course content and complete the quizzes and assignments.

IMPORTANT: Just in case something does happen, I would encourage you to have a backup plan. Disruption in internet connectivity or a faulty computer is not a valid reason for tardy submission of work.

The operating system on your computer should be suitable for the Blackboard platform used by the university. If you have questions regarding this matter, email Information Technology Services (ITS) at support@gmu.edu or call 703-993-8870.

To view the Blackboard page for the course, go to <https://mymasonportal.gmu.edu> and log-in. The “Courses” tab will then appear. After clicking on the tab, HIST 100-002 will appear in a list with your other courses. Then simply click on the HIST 100-002 tab.

Policies of the University

Since HIST 100-002 incorporates some aspects of distance education, the policies of the university that apply to online learning also apply to the course. Please familiarize yourself with the policies and adhered to them. They can be found at: <https://universitypolicy.gmu.edu/>.

Use of the Internet in Assignments, Quizzes, Exams, and Papers

The internet is a wonderful thing. There are, though, some best practices I’d like you to use when it comes to using the internet for the course. First, unless specifically instructed by me, there really is no reason for you to consult and include extraneous material from the internet. I cannot expect you to know what is not presented in the course.

Second, just as with other “hard copy” sources you might consult for your other classes, internet sources must be properly attributed, quoted, and cited. Under no circumstances is “cutting and pasting” information from a website assigned in the course and claiming it as your own to be done without the necessary acknowledgement and citation of the source. The Writing Center at GMU has a useful webpage that addresses most any question you might have about quoting, citing, and other matters on writing. The center also offers assistance that is geared toward English for Speakers of Another Language (ESOL). To see the full list of

services, access the center's webpage at: <https://writingcenter.gmu.edu/writing-resources>.

Finally, GMU has a policy on the "Responsible Use of Computing," which applies to everything you do in the course. To access the policy, see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>.

Communicating with Instructor/Teaching Assistants

Email is the best way to contact me or the teaching assistants. I ask that you include "HIST 100-002" in the subject line in all messages. Also, please use your GMU account. If you email from a different account, I will ask you to resend the message through your GMU account.

Before emailing, please review the syllabus. It could be that the answer to your question is contained there. Also, your classmates are a good source of information. They may know the answer to your question. You might want to consider asking your peers before emailing.

I will do my best to respond to your email as quickly as possible. However, I might not be able to do it immediately. You can expect a reply within a day. I'd like you to abide by that expectation too. If I email you, please respond within twenty-four hours.

Course Requirements

There are four required books for the class (see above). There are also primary and secondary source documents, images, pictures of artifacts, songs, and films that I expect you to access. All can be found on Blackboard under the weekly modules. Consult the course schedule at the end of the syllabus for deadlines of all assignments.

There are two take-home exams. The first will cover course material from weeks 1 through 7, as well as material contained in weekly module 1 through weekly module 7 (see course schedule). The second will cover the rest of the course. Thus, exam #2 is not cumulative. You are to submit the exams through their respective links on Blackboard and by their respective deadlines (see course schedule).

Both exams will consist of two sections: short-answer questions and an essay. In the menu on the Blackboard page for the course, I will make available a list of possible short-answer and essay questions. For each exam, I will select five short-answer questions, of which you will respond to four. For the essay, I will choose two questions, and you will answer one of them. The list of questions for exam #1 will appear several weeks before the deadline for the exam (which is March 11 at 11:59 pm). As stated above, you will submit your exam through the link on Blackboard. Like the process for exam #1, the list of questions for exam #2 will appear several weeks before the deadline for the exam (which is May 11). You will also submit exam #2 through Blackboard. A grading rubric for the exam can be found under "Grading Rubrics" header on Blackboard.

IMPORTANT: There is no need to consult outside sources for the exam. All the material and information required to answer the exam questions can be found within the course.

The first exam is scheduled for March 11. I will make the exam available at 9:00 am ET that day (in the week 7 module) and you must submit it by 11:59 pm ET. Exam #2 is scheduled for May 11 (the first day of finals week). It will appear at 9:00 am ET that day (in the week 16 module). The deadline for submission is 11:59 pm ET. Each exam is worth 25 percent of your final grade.

You are also responsible for writing one paper on *The Naked Olympics*, *Things Fall Apart*, or *Maus I and II*. Let me say that again in bolded text: **You are responsible for writing one paper on *The Naked Olympics*, *Things Fall Apart*, or *Maus I and II*.**

IMPORTANT: I will not accept a second or third paper written on one of the other books. The first paper you submit is the one I'll count as your paper grade. Please be sure you proofread the paper thoroughly and carefully before turning it in. There are no rewrites.

The length of the paper should be between 1,000 and 1,250 words. Please type your paper—as well as all work you submit over the course of the semester. I will post the questions for each paper (you are to respond to one question only) several weeks before the paper is due. The deadlines for the papers are:

- February 14, 11:59 pm ET (*The Naked Olympics*)
- April 18, 11:59 pm ET (*Things Fall Apart*)
- May 4, 11:59 pm ET (*Maus I and II*)

You will be graded on content, use of evidence, organization, and persuasiveness (which means you should pay particular attention to grammar, punctuation, and the rules of writing). I will post a rubric for the paper and a guide to good writing under the "Grading Rubrics" header. Five points will be deducted each day the essay is late. The paper will count for 25 percent of your grade.

Please note: Just as with the exam, there is no need to consult outside sources for the longer paper. I am interested in reading about what you have to say about the book.

The final 25 percent of your grade will consist of several quizzes and assignments. The quizzes/assignments will cover the syllabus, readings, films, and primary and secondary source documents. Many quizzes/assignments are to be submitted on Blackboard. They will become available a day before they are due at 9:00 am ET. They must be submitted by 11:59 pm ET on the day they are due (see the list below and course schedule).

IMPORTANT: There are no make-ups for the quizzes given in-class. So, if you miss a quiz, there is no need to tell me the reason(s) why you missed it (unless it was because of a commitment on behalf of GMU).

At the end of the semester, I will drop your two lowest quiz scores before determining your final quiz average.

The dates for in-class quizzes are as follows:

- February 7
- February 16
- March 23
- April 6
- April 13
- April 27

Below are the dates for quizzes and/or assignments to be submitted on Blackboard by 11:59 pm ET of the day they are due in the course schedule:

- January 26 (two assignments are due)
- February 2
- February 21
- March 30
- April 25

There is also a schedule of quizzes posted on Blackboard.

Grade Breakdown

Exams (2)	50%
Paper	25%
Quizzes (average)	25%

Grading Scale

A	93-100	B+	88-89.99	C+	78-79.99	D	60-69.99
A-	90-92.99	B	83-87.99	C	73-77.99	F	0-59.99
		B-	80-82.99	C-	70-72.99		

Late Papers, Exams, Quizzes, and Assignments

Complete your papers and assignments on time. I will deduct 5 points from the final score each day your work is late. Only an emergency can nullify the 5-point deduction. Except for exam #2, no work will be accepted after May 4.

Attendance

You are expected to attend class. It has been my experience that those students who do so benefit the most and score the highest on exams, quizzes, and other assignments.

If for whatever reason you are unable to attend class, it is your responsibility to obtain the notes from a classmate of everything you missed. I'm more than happy to discuss the material during office hours, but the expectation is that you will acquire notes and other information that was discussed in class from a classmate first, and then, if you still have questions, see me or the TAs.

Extra Credit

There is no extra credit. However, if you show improvement over the term, you can earn improvement credit. The process is simple: If you score higher on exam #2 than you do on exam #1, I will divide the difference by three and add it to the score of your first exam. For example, if you score 75 on the first exam and 96 on the second, I will add 7 points to the result of your first exam score ($96-75=21$; 21 divided by $3=7$) and calculate your final grade using the new score (82).

Electronic Devices

Smartphones, iPhones, cell phones, and other electronic devices that disrupt class are not allowed. You may use PCs and tablets in class. But be sure the usage of them is only for taking notes or other class-related activities. If you are seen using your device for something other than that, you will forfeit the right to use the device in class.

Academic Integrity

Students who violate the Honor Code will be dealt with severely and may receive a sanction that results in a grade of F (or worse) for a paper, quiz, assignment, or exam. Your adherence to the Honor Code is applicable to all the work you do in the course. It is your responsibility to understand fully what is expected of you. If you have questions about the Honor Code, information can be found on the website for the Office of Academic Integrity: <https://oai.gmu.edu/>.

You are required to complete and submit a pledge stating that you will do your own work. The pledge, which is part of a document that includes the citation of sources, is to be submitted by 11:59 pm ET on January 26 (in the week 2 module).

Students with Disabilities

Accommodations for students with disabilities are available. However, it is necessary that you contact the Office of Disability Services (ODS) first. For more information, see the webpage of the Office of Disability Services at: <https://ds.gmu.edu/>. You can also call 993-2474 or visit the ODS office in SUB I, rm. 4205.

Diversity

The course adheres to GMU's Diversity Statement: "George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth." For more, see <https://stearnscenter.gmu.edu/purpose-and-mission/mason-diversity-statement/>.

Student Privacy

Maintaining student privacy through their educational records is a matter taken seriously in the course. And it's the law. The Family Educational Rights and Privacy Act (FERPA) mandates the safeguarding of educational records, among other things. To learn more about FERPA, see <https://registrar.gmu.edu/ferpa/>.

The Student Support and Advocacy Center (SSAC) is another important resource for students. You can learn more about SSAC here: <https://ssac.gmu.edu/>.

Important Drop/Withdrawal Dates

- February 7 is the final day you can withdraw from the course without a financial charge
- April 11 is the last day for selective withdrawal

Course Schedule

Please note: All quizzes and assignments due on Blackboard are to be submitted by 11:59 pm ET on the day of their respective deadlines.

Week 1 (meets learning objectives 1, 2, 3, 4)

Overview:

- Introduction
- Defining the Term "Civilization"
- The Creation of Law and Order in the Ancient World
- Analyzing Primary and Secondary Sources

Activities and Deadlines for Readings/Assignments/Quizzes:

- January 24 (complete by 11:59 pm ET)
 - Introduction to Course
 - The Rule of Law and Writing in Mesopotamia and Egypt (Lecture)
 - Listen to In Our Time Podcast "History and Understanding the Past" (BBC)
 - Read "Defining Primary and Secondary Source Documents"
- By January 26
 - The Rule of Law and Order in Mesopotamia and Egypt (Lecture cont.)
 - Complete and submit "Syllabus Quiz" on Blackboard
 - Complete and submit quiz, "Is It a Secondary or Primary Source?" on Blackboard
 - Read Hunt et al, *The Making of the West*, 5-20, 24-30

Week 2 (meets learning objectives 1, 2, 3, 4)

Overview:

- Origins of Democracy
- Homeric Epics as Sources of Historical Analysis
- War and Conflict in the Ancient World (Greek-Persian War and Peloponnesian War)
- Greek Philosophy (Pre- and Post-Socratic)
- Hellenic and Hellenistic Worlds
- Alexander the Great
- Analyzing Primary and Secondary Sources
- Citing and Referencing of Sources

Activities and Deadlines for Readings/Assignments/Quizzes:

- January 31
 - Homer: Let Me Tell You a Story (Lecture)
 - Sparta and Athens (Lecture)
 - Look at "Siren Vase"; Mask of Agamemnon (purported); and Mycenaean dagger and pottery
 - Read Hunt et al, *The Making of the West*, 51-60, 62-76, 85-90
 - Read *The Naked Olympics*, chapters 1-5

- February 2
 - Sparta and Athens (cont.)
 - Let Me Ask You a Question: The Socratic Method (Lecture)
 - Read *The Naked Olympics*, chapters 6-11
 - Read excerpt from Homer, *The Odyssey*
 - Complete and submit review of GMU Writing Center Guides on "Citing Sources" and pledge to turn in own work on Blackboard

Week 3 (meets learning objectives 1, 2, 3, 4)

Overview:

- The Ancient Olympic Games and Greek Culture
- The Roman Republic and Its Demise
- Primary Sources and Ancient Rome

Activities and Deadlines for Readings/Assignments/Quizzes:

- February 7
 - In-class discussion on *The Naked Olympics*
 - In-class quiz on *The Naked Olympics*
 - Read *The Naked Olympics*, chapters 12-18
 - Read Hunt et al, *The Making of the West*, 76-85, 92-100
- February 9
 - La Dolce Vita: Life in Ancient Rome (Lecture)
 - Read Hunt et al, *The Making of the West*, 117-134
 - Look at images of the Nile Mosaic of Palestrina, Roman coins, Roman tableware, and a cubiculum

Week 4 (meets learning objectives 1, 2, 3, 4, 5)

Overview:

- The Cultural and Historical Meaning of "Pax Romana"
- The Rise of the Roman Empire
- Ancient Roman Culture and Literature
- The Demise of the Roman Empire

Activities and Deadlines for Readings/Assignments/Quizzes:

- February 14
 - La Dolce Vita: Life in Ancient Rome (cont.)
 - The Long and Winding Via Appia: *Pax Romana* to Empire's End (Lecture)
 - Read Hunt et al, *The Making of the West*, 134-141, 143-158
 - Submit longer paper on *The Naked Olympics* on Blackboard (if you opt to write your longer paper on the book)
- February 16
 - The Long and Winding Via Appia: *Pax Romana* to Empire's End (cont.)
 - Read Hunt et al, *The Making of the West*, 165-170
 - Read Augustus, *Res Gestae Divi Augusti*
 - Read excerpts from Julius Caesar, *The Gallic Wars*, and Ovid, *Metamorphoses*

- Look at images of Trajan's Column; House of Livia; Column of Marcus Aurelius; and the Pantheon (including History Channel article)
- In-class discussion of primary sources on ancient Rome
- In-class quiz of primary sources on ancient Rome

Week 5 (meets learning objectives 1, 2, 3, 4)

Overview:

- The Transformation of the Roman Empire
- Internal European Migration, 5th and 6th Centuries
- History of Charlemagne
- The Emergence of Christendom
- The Rise and Fall of the Carolingian Empire
- The Norman Conquest
- Secular-Religious Power Struggle in Medieval Europe

Activities and Deadlines for Readings/Assignments/Quizzes:

- February 21
 - Qui Était Charlemagne? (Lecture)
 - Read excerpt from Einhard, *The Life of Charlemagne*
 - Review exhibition on the Bayeux Tapestry
 - In-class discussion on the Bayeux Tapestry
 - Complete and submit quiz over the Bayeux Tapestry on Blackboard
 - Read Hunt et al, *The Making of the West*, 158-164
- February 23
 - "The Church in Turmoil: the Avignon Papacy (Lecture)
 - Read Hunt et al, *The Making of the West*, 172-184, 186-193, 202-208

Week 6 (meets learning objectives 1, 2, 3, 4)

Overview:

- Origins of the Hundred Years' War
- The Black Death and Its Impact on European Society
- Vassalage
- The Renaissance

Activities and Deadlines for Readings/Assignments/Quizzes:

- February 28
 - Review Really? It Lasted That Long?: The Hundred Years' War (Lecture)
 - A Plague on All Your Houses: The Black Death (Lecture)
 - Read Hunt et al, *The Making of the West*, 214-220, 237-250, 264-271, 273-282, 327-329
- March 2
 - A Plague on All Your Houses: The Black Death (cont.)
 - Jeanne d'Arc, the Maid Who Became a Saint (Lecture)

- Read Hunt et al, *The Making of the West*, 314-317, 323-326, 331-333, 336-339, 347-352

Week 7 (meets learning objectives 1, 2, 3, 4)

Overview:

- Conclusion of the Hundred Years' War
- Joan of Arc
- European Overseas Exploration and Its Social and Historical Consequences
- Spain and Portugal as European Powers
- History of Ferdinand Magellan's Expedition to Circumnavigate the Globe

Activities and Deadlines for Readings/Assignments/Quizzes:

- March 7
 - Jeanne d'Arc, the Maid Who Became a Saint (cont.)
 - Ferdinand Magellan: Round the World in...Three Years (Lecture)
 - Read Hunt et al, *The Making of the West*, 339-342, 352-360
- March 9
 - Ferdinand Magellan: Round the World in...Three Years (cont.)
 - Review for exam #1
 - Read Hunt et al, *The Making of the West*, 362-370
 - Read excerpts from Luis de Camões, *The Lusiads* and Bartolomé de las Casas, *A Short Account of the Destruction of the Indies*
- March 11
 - SUBMIT EXAM #1 BY 11:59 PM ET ON BLACKBOARD
 - Exam will be available on Blackboard at 9:00 am ET on March 11

Week 8 No Class—Spring Break

Week 9 (meets learning objectives 1, 2, 3, 4, 5)

Overview:

- Protestantism
- The Reformation
- History of Martin Luther

Activities and Deadlines for Readings/Assignments/Quizzes:

- March 21
 - The Three Reformers: Luther, Calvin, and Henry VIII (Lecture)
 - Read Hunt et al, *The Making of the West*, 370-373
 - In-class screening of *A Man for All Seasons* (Film)
- March 23
 - In-class screening of *A Man for All Seasons* (cont.)
 - Read Hunt et al, *The Making of the West*, 373-375

- In-class quiz over *A Man for All Seasons* and the Three Reformers
- In-class discussion over *A Man for All Seasons* and the Reformation

Week 10 (meets learning objectives 1, 2, 3, 4)

Overview:

- English Reformation and Henry VIII
- Emergence of European Wars of Religion
- Queen Elizabeth I
- Spanish-English Rivalry
- Political Absolutism
- Louis XIV
- European Wars of Religion
- The Scientific Revolution
- The Enlightenment

Activities and Deadlines for Readings/Assignments/Quizzes:

- March 28
 - "There Blew a Protestant Wind": The Defeat of the Spanish Armada (Lecture)
 - To Defenestrate: The Start of the Thirty Years' War (Lecture)
 - Read Hunt et al, *The Making of the West*, 378-413
- March 30
 - Louis XIV: Le Roi du Soleil (Lecture)
 - The Enlightenment: Reason Over Faith (Lecture)
 - Watch Wolfgang Amadeus Mozart, *The Magic Flute* (Video), on Blackboard
 - Complete and submit quiz over *The Magic Flute* (Video) on Blackboard
 - Read Hunt et al, *The Making of the West*, 416-434, 460-462, 469-474, 476-483

Week 11 (meets learning objectives 1, 2, 3, 4)

Overview:

- The French Revolution

Activities and Deadlines for Readings/Assignments/Quizzes:

- April 4
 - The Start of the French Revolution (Lecture)
 - Read Hunt et al, *The Making of the West*, 447-453, 488-498, 502-507
 - Read Achebe, *Things Fall Apart*, chapters 1-10
- April 6
 - Terror! The French Revolution Turns Bloody (Video)
 - In-class quiz over the French Revolution
 - In-class discussion on the French Revolution

- Read Hunt et al, *The Making of the West*, 507-525
- Read Achebe, *Things Fall Apart*, chapters 11-18

Week 12 (meets learning objectives 1, 2, 3, 4)

Overview:

- Napoleon
- Industrial Revolution
- Constitutionalism
- Liberalism and Conservatism, 19th Century
- Revolutions in Europe, 1830-1848
- Imperialism

Activities and Deadlines for Readings/Assignments/Quizzes:

- April 11
 - Napoleon and the World He Created (Lecture)
 - Read Hunt et al, *The Making of the West*, 527-544
 - Read Achebe, *Things Fall Apart*, chapters 19-22
 - Read South African History Online, "The Berlin Conference"
 - Read Jessica Achberger, "Belgian Colonial Education Policy: A Poor Foundation for Stability"
- April 13
 - Here We Go Again: The Revolutions of 1848 (Lecture)
 - Read Achebe, *Things Fall Apart*, chapters 23-25
 - In-class discussion of *Things Fall Apart*
 - In-class quiz over *Things Fall Apart*
 - Read Hunt et al, *The Making of the West*, 546-552, 554-563, 569-582, 615-620

Week 13 (meets learning objectives 1, 2, 3, 4, 5)

Overview:

- Nationalism
- WWI
- Post-WWI Disillusionment
- Women's History, early 20th Century
- American Cultural and Social History, 1920s
- Fascism
- Ascent of Nazism in Germany
- Great Depression in Europe and America

Activities and Deadlines for Readings/Assignments/Quizzes:

- April 18
 - "When the World Went Mad": WWI (Lecture)
 - Read Hunt et al, *The Making of the West*, 593-597, 645-663, 667-673, 675-690
 - Submit longer paper on *Things Fall Apart* on Blackboard (if you opt to write your longer paper on the book)

- April 20
 - "Revolution in Manners and Morals": the U.S. in the 1920s (Lecture)
 - Schicklgruber or Hitler?: A Psycho History (Lecture)
 - Read Spiegelman, *Maus I*
 - Read Hunt et al, *The Making of the West*, 690-704

Week 14 (meets learning objectives 1, 2, 3, 4)

Overview:

- Nazi Takeover of Germany
- Germany and the Onset of WWII
- The Holocaust
- WWII

Activities and Deadlines for Readings/Assignments/Quizzes:

- April 25
 - The Nazis' Rise to Power (Lecture)
 - Read Hunt et al, *The Making of the West*, 707-738
 - Watch *To Be or Not to Be* (Film) on Blackboard
 - In-class discussion on *To Be or Not to Be* (Film)
 - Complete and submit quiz over *To Be or Not to Be* on Blackboard (Film)
- April 27
 - In-class quiz over *Maus I* and *II*
 - In-class discussion over *Maus I* and *II*
 - Read Spiegelman, *Maus II*
 - "An Iron Curtain...across the Continent": The Cold War Begins (Lecture)

Week 15 (meets learning objectives 1, 2, 3, 4, 5)

Overview:

- Post-WWII Europe
- The Cold War
- Popular Culture (20th Century)

Activities and Deadlines for Readings/Assignments/Quizzes:

- May 2
 - "An Iron Curtain...across the Continent": The Cold War Begins (cont.)
 - Read Hunt et al, *The Making of the West*, 740-769
- May 4
 - The Tragic Games: The 1972 Munich Olympics (Lecture)
 - Closing remarks
 - Read Hunt et al, *The Making of the West*, 771-798
 - Complete course evaluation (located in the course menu on Blackboard)
 - Submit paper on *Maus I* and *II* on Blackboard (if you opt to write your longer paper on the book)

Week 16 (Finals Week)

Overview:

- (Assessment) exam #2 (meets learning objectives 1, 2, 3, 4, 5)

Deadline for Exam #2:

- May 11
 - SUBMIT EXAM #2 BY 11:59 PM
 - Exam will be available on Blackboard at 9:00 am ET on May 11 (under week 16 module)