

# HST 202.04: Modern World History



Fall 2015

Class Time: Tuesdays and Thursdays 11:00 AM - 12:15 PM

Class Location: Holmes 0207

Instructor: Kyle B. Robinson, [krobinso@brockport.edu](mailto:krobinso@brockport.edu)

(please be aware that I may not respond to emails sent after 6:00 PM on weekdays and during the weekend until the following morning – for weekends this means Monday morning)

Office Location: Liberal Arts Building 326

Office Hours: TR 1:00-2:00 pm and by appointment.

## Course Description

This course serves as an introduction to Western historical traditions and the relationship between the peoples of Europe and the wider world since roughly 1500. We will take a chronological and comparative approach to the history of major themes in global interaction as seen through the framework of the European experience. Given the immense breadth of time and geography that constitutes our field of study, it is not possible for us to be completely exhaustive in our examination. Nonetheless, we will attempt to establish a basic outline focusing on key social, political, economic, and religious attributes of the peoples and cultures we encounter. Ultimately, this will allow us to develop a sense of “historical mindedness,” reflecting upon how societies formed a coherent set of cultural values and reconciled challenges to established traditions through the encounter of new ideas over time. This course will consist of primary and secondary readings, lectures, class discussions, and several student writing assignments.

## Course Objectives

- Comprehension of the basic outline of events and developments in the history of Western Civilization and its global engagement beginning with the European Renaissance and Age of Discovery.
- Work towards an understanding of the relationship between people, culture, and ideas over time.
- Acquisition of basic writing and revision skills at the undergraduate level.
- Development of critical thinking in both writing and class discussions.
- Recognition of the value of using primary documents for the study and practice of History.
- Recognition of the importance of historical knowledge for understanding contemporary life.

## History Department Student Learning Outcomes

- Articulate a thesis (a response to an historical problem).
- Advance in logical sequence principal arguments in defense of an historical thesis.
- Provide relevant evidence drawn from the evaluation of primary and/or secondary sources that supports the primary arguments in defense of an historical thesis.
- Evaluate the significance of an historical thesis by relating it to a broader field of historical knowledge.
- Express clarity in writing that forwards an historical analysis.
- Use disciplinary standards (Chicago Style) of documentation when referencing historical sources.

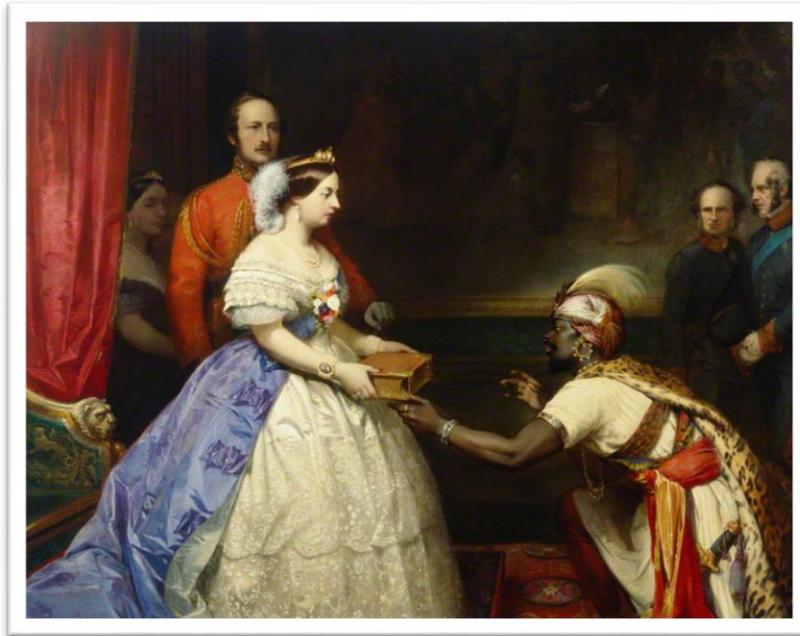
## Statement on Disabilities

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students With Disabilities makes this determination. Please contact the Office for Students with disabilities at (585) 395-5409 or [osdoffic@brockport.edu](mailto:osdoffic@brockport.edu) to inquire about obtaining an official letter to the course instructor detailing any approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs with disabilities.

The College Senate mandates that the following statement on Title IX regulations be included in all course syllabi: "Gender discrimination and sexual harassment are prohibited in class. Title IX legislation requires the College to provide gender equity in all areas of campus life. If you or someone you know has experienced gender discrimination, sexual harassment, or sexual assault, we encourage you to seek assistance and to report the incident through resources available at [www.brockport.edu/titleix/index.html](http://www.brockport.edu/titleix/index.html). Confidential assistance is available at Hazen Center for Integrated Care. For these and other regulations governing campus life, please see all of our Student Policies at [www.brockport.edu/policies/index.php](http://www.brockport.edu/policies/index.php)."

## Classroom Procedures

This course contains elements of a seminar. Seminars operate best in a critical yet respectful environment. Differing opinions in classroom discussions are encouraged. If you happen to disagree with someone else's argument or opinion, please do so in a respectful and courteous manner. Persistent rude or insensitive comments will result in a deduction from your final grade for the course. Harassment of any kind will not be tolerated and will be reported to university officials for review and potential disciplinary action.



## Required Texts

Jackson J. Spielvogel. *Western Civilization: Volume II: Since 1500*. 8<sup>th</sup> ed. (Boston: Wadsworth Publishing, 2012), ISBN 978-1111342135

Natalie Zemon Davis. *The Return of Martin Guerre*. (Cambridge, MA: Harvard University Press, 1983.) ISBN 978-0674766914

Voltaire. *Candide*. trans. John Butt. (London: Penguin, 1950). ISBN 978-0140440041

### *Electronic Reserves*

In addition to the above texts, certain course materials will be made available electronically and will be indicated as such with an ER. You are required to bring a printed copy of all assigned Electronic Reserves to their respective class session in order to facilitate discussion.

## Assignments

**Papers:** History 202 is a writing seminar and central to our written assignments will be learning the process of drafting, revising, and finalizing a well formed thesis. You will write One short 3-5 page paper whose **First Draft will be due October 6** and whose **Final draft will be due October 22**. You will then write One longer 7-10 page paper whose **First Draft will be due December 1** and whose **Final Draft will be due December 17**.

These Two papers will each consist of an analysis of a text (or group of texts) that we have already read and discussed. You may include information from course lectures but should not devote much space to regurgitating what we've covered. The emphasis is on developing an argument and demonstrating your

ability to read, think, and write clearly. For each paper, I will post a list of possible topics in advance. All papers must be double-spaced in 12 point “Times New Roman” type, have 1 inch margins on all sides, and also include page numbers. Citations must be made in the Chicago Style (more information on this type of formatting will be provided to you). Make sure to proofread your papers yourself for grammatical and spelling errors. Never rely on spell-check; it misses far too many common errors.

*Effective writing:* A thoughtful writing process is an essential aspect of writing quality papers. The words we first put on paper are almost never as effective or as clear as they might be. A well-written, convincing paper is one that has gone through several drafts, has been read and commented on by others, and has been meaningfully rethought and rewritten. For that reason, we will conduct a joint process of review and revision for both papers.

This consists of several stages. First, you will bring your initial drafts to an in-class writing and peer review workshop. In this workshop, you will have the chance to review work by your peers and to receive their comments on your draft. With those comments in hand, you will revise your paper in preparation for a one-on-one meeting with me. After that meeting, you will revise again to produce what will be your final draft. You will submit this along with all of your previous drafts. This will be the format for both the *long* and *short* papers.

*Please note that ‘revise’ does not mean proofread. To proofread* is to scan your paper while making small fixes, correcting typos, adjusting a sentence, making sure a footnote is correct. *To revise* is to seriously reconsider your work and often involves significant rewriting and restructuring. Each iteration of your paper should look very different from the previous version.

**Quizzes:** In order to effectively gauge comprehension of assigned materials, there will be 3 short quizzes throughout the semester. These quizzes will be held on the first day of a new “Unit” and will focus on the assigned readings for the “Unit” that has just been concluded. These quizzes will take the form of short written identification responses. Due to the limited nature of our class time, students will only have 15 minutes to complete each short quiz.

**Class Participation:** All students are expected to attend all class meetings and to notify me in advance if you must miss a class. Excessive unexcused absences will affect your grade. You should come to class having read the assigned texts and prepared to discuss them. Simple attendance is not enough; there is no such thing as passive participation. I expect and encourage a diversity of perspectives, as well as honest and respectful disagreement. If you are having difficulties speaking up in class, please come see me and we will develop some strategies together.

**What does effective class participation look like?** In terms of the class participation grade, the following rubric roughly outlines my expectations:

- A: regular class attendance, always fully prepared (= having completed *and* thought about the readings), regularly contributes positive, thoughtful comments
- B: regular class attendance, usually prepared, makes a sincere effort to contribute often
- C/D: several absences, inconsistent preparation, occasional contributions to discussion
- E: many absences, usually unprepared, vague or rare contributions

## Grading

|                               |                         |
|-------------------------------|-------------------------|
| Participation and attendance: | 15%                     |
| Short Paper:                  | 20%                     |
| Longer paper:                 | 40%                     |
| Peer Review and Revision:     | 10% (5% for each paper) |
| Quizzes:                      | 15% (5% each)           |

Grades for this course will be determined using the SUNY Brockport grading scale:

|            |            |
|------------|------------|
| 93-100 = A | 73-76 = C  |
| 90-92 = A- | 70-72 = C- |
| 87-89 = B+ | 67-69 = D+ |
| 83-86 = B  | 63-66 = D  |
| 80-82 = B- | 60-62 = D- |
| 77-79 = C+ | 0-59 = E   |

## Technology Policy

For good or ill, we currently live in a “digital” age. Although the value of handwritten note taking skills for your comprehension of the course and intellectual development cannot be overstated, you may nonetheless bring a laptop or other portable screens to class to take notes. However, the use of cell phones and smart phones is strictly forbidden during class. If you choose to use digital technology in class, it must be for academic purposes. Occasionally, I may ask you to turn off your devices (such as during class discussion when total attention is required). If the use or misuse of technology becomes an issue during in-class discussions, workshops, and assignments (i.e., checking Facebook, watching Youtube videos, Tweeting, etc.), then I reserve the right to alter the technology policy as I see fit.

## Late Work and Missed Assignments

Late work will not be accepted. No exceptions. Any extenuating circumstances should be communicated directly to the instructor as soon as possible. Exam dates and assignment deadlines are made clear at the beginning of the course which means there are few reasonable excuses for missing them.

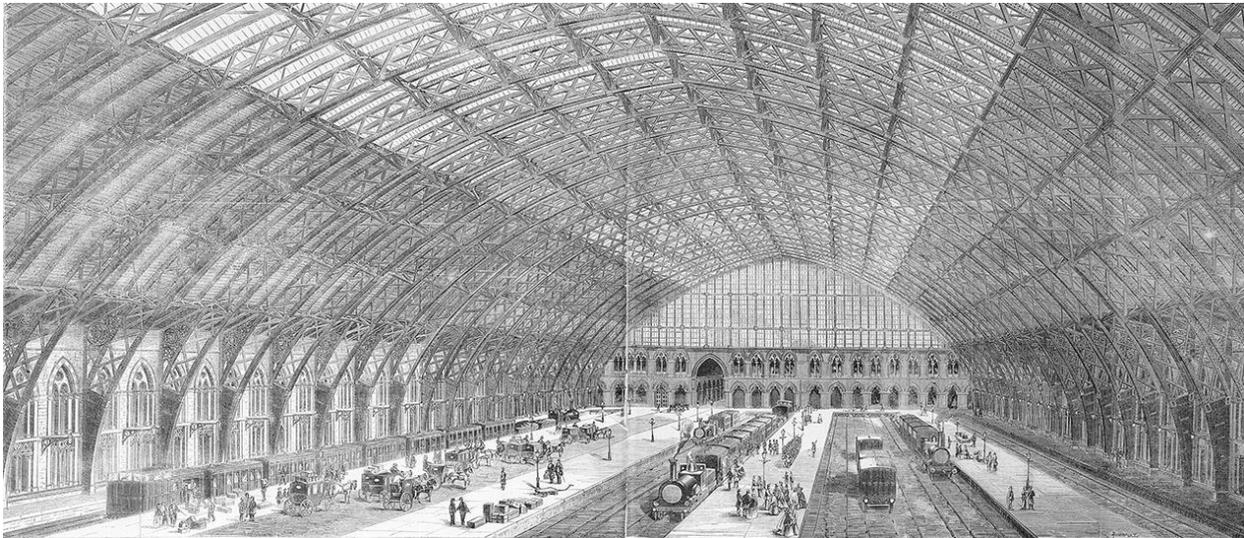
## Academic Dishonesty

As members of an academic community, students and faculty assume certain responsibilities, one of which is to engage in honest communication. Academic dishonesty is a serious violation of the trust upon which an academic community depends. A common form of academic dishonesty is plagiarism. Plagiarism entails the representation of another person’s work as one’s own, or the attempt to blur the line between one’s own ideas or words and those borrowed from another source. More specifically, this means the use of an idea, phrase, or other materials from a written or spoken source without acknowledgment in a work for which a student claims authorship. Examples include: the misrepresentation of sources used in a work for which the student claims authorship; the improper use of course materials in a work for which the student claims authorship; the use of papers purchased online and turned in as one’s own work; submission of written work such as laboratory reports, computer programs, or papers, which have been

copied from the work of other students, with or without their knowledge and consent. A student can avoid the risk of plagiarism in written work or oral presentations by clearly indicating, either in footnotes or in the paper or presentation itself, the source of any idea or wording that he or she did not produce. Sources must be given regardless of whether the idea, phrase or other material is quoted directly, paraphrased or summarized in the student-writer's own words.

In cases where plagiarism is evident, The College at Brockport's policy governing academic dishonesty will be followed. The penalty for a first event of plagiarism is an "E" for the assignment. This pertains to rough drafts as well as final drafts and informal writing assignments. Particularly egregious or repeat offenses may require dismissal from the course and will be reported to the Department and the Dean.

For the complete policy statement from The College at Brockport on Student Academic Dishonesty, see: <http://www.brockport.edu/hr/resources/chapters/675policystudentacademicdishonesty>



### **Course Schedule (September 1 – December 10)**

**Tuesday 9/1: Introduction to the Idea of the West, the Modern, and the World in History**

#### ***Unit I: New Spirits and a New World: Renaissance Reformation and Discovery***

**Thursday 9/3: The Foundations of the Renaissance and an Introduction to Primary Source Analysis**

Theodore K. Rabb. excerpt from: *The Last Days of the Renaissance & the March to Modernity*. (New York: Basic Books, 2006) 41-78. **ER**

Giovanni Pico della Mirandola. excerpt from "On the Dignity of Man" [1487] in *The Renaissance Reader*. ed. James Bruce Ross and Mary McLaughlin (New York: Penguin Books, 1977), 476-479. **ER**

**Tuesday 9/8: Here I Stand: Luther and the Reformation**

Spielvogel, 376-390

Martin Luther, "The Freedom of a Christian." [1520] in *Martin Luther: Three Treatises*. trans. W.A. Lambert. (Philadelphia: Fortress Press, 1970), 277-294 **ER**

**Thursday 9/10: Here I Continue to Stand: The Reformation Part II**

Spielvogel, 390-398.

Martin Luther, "The Freedom of a Christian." [1520] in *Martin Luther: Three Treatises*. trans. W.A. Lambert. (Philadelphia: Fortress Press, 1970), 294-316 **ER**

**Tuesday 9/15: The Church Remains: The Catholic Reformation and Global Christianity**

Spielvogel, 398-410.

St. Francis Xavier. "Letter from Japan, to the Society of Jesus at Goa, 1551" in *The Life and Letters of St. Francis Xavier*, 2<sup>nd</sup> edition., 2 Vols., Henry Coleridge, ed. (London: Burns & Oates, 1890), Vol. II, pp. 295-301, in "The Modern History Source Book" (Fordham) **Link:**  
<http://legacy.fordham.edu/halsall/mod/1551xavier3.asp>

**Thursday 9/17: A World Unknown to the Ancients: The Age of European Global Discovery**

Spielvogel, 413-444.

Christopher Columbus. "Letter to King Ferdinand and Queen Isabella." in *Worlds of History: A Comparative Reader*. Vol. 2 Kevin Reilly ed. (Boston: Bedford St. Martins, 2010) 578-583. **ER**

Bartolome de Las Casas. "The Devastation of the Indies" in *Worlds of History: A Comparative Reader*. Vol. 2 Kevin Reilly ed. (Boston: Bedford St. Martins, 2010) 615-617. **ER**

**Tuesday 9/22: Identity and Questions in Early Modern Europe: Martin Guerre I**

Davis, *Martin Guerre*, Introduction through Chapter 6

**Thursday 9/24: Identity and Questions in Early Modern Europe: Martin Guerre II**

Davis, *Martin Guerre*, Chapter 7 through Epilogue

***Unit II: From Chaos to Enlightenment: 17th and 18th Century Transformations***

**Tuesday 9/29: Investigating the World: New Methods of Thought in the 17<sup>th</sup> Mind**

*Quiz I*

Spielvogel 487-510.

René Descartes. excerpt from "Discourse on Method" [1637] in *The Enlightenment Reader*. ed. Isaac Kramnick. (London: Penguin, 1995) 181-185. **ER**

**Thursday 10/1: The General Crisis of the Seventeenth Century**

Spielvogel 446-454, 471-478.

Gerrard Winstanley. *The True Levellers Standard Advanced, or, The State of Community opened, and Presented to the Sons of Men.* (London, 1649). **Link**  
<https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/863/levellers.pdf?sequence=1&isAllowed=y>

**Tuesday 10/6: In Class Peer Review and Writing Workshop**

\* *Short Paper First Draft Due,*

**Thursday 10/8: Europe in the Age of the Sun King**

Spielvogel 454-470.

The Duke of Saint-Simon. excerpts from *The Memoirs of the Duke of Saint-Simon on the Reign of Louis XIV and the Regency.* trans. Bayle St. John. Vol. III (New York: James Pott & Company, 1901) 229-235, 271-286. **ER**

\*\*\**Revised First Drafts Emailed to Professor Robinson by 5pm Friday Oct. 10*

**Tuesday 10/13: The Authority of Reason: The Eighteenth Century Enlightenment**

Spielvogel 513-526.

John Locke. Excerpts from “An Essay Concerning Human Understanding.” [1690] in *The Enlightenment: A Sourcebook and Reader.* ed. Paul Hyland. (London: Routledge, 2003) 40-45. **ER**

[Student Appointments with Professor Robinson to discuss Revised Draft]

**Thursday 10/15: The Enlightenment’s Global Encounters**

Spielvogel 526-540.

James Cook. selections from *The Journals of James Cook.* (London, Penguin, 2001) 315-322, 479-488. **ER**

[Student Appointments with Professor Robinson to discuss Revised Draft]

**Tuesday 10/20: MID SEMESTER BREAK**

**Thursday 10/22: The Best of All Possible Worlds?: Candide I**

Voltaire, *Candide*, Chapters 1 through 15

\* *Short Paper Final Draft Due*

**Tuesday 10/27: The Best of All Possible Worlds?: Candide II**

Voltaire, *Candide*, Chapters 15 through 30

***Unit III: Nation, Class, and Colony: From the French Revolution to the Eve of the Great War***

**Thursday 10/29: Liberté, Égalité, Fraternité: The French Revolution**

**Quiz II**

Spielvogel 574-596.

“Declaration of the Rights of Man and Citizen” [1789], in *The French Revolution and Human Rights: A Brief Documentary History*. ed. Lynn Hunt. (Boston: Bedford/St. Martins, 1996), 77-79. **ER**

Marquis de Condorcet. “On the Admission of Women to the Rights of Citizenship” in *The French Revolution and Human Rights: A Brief Documentary History*. ed. Lynn Hunt. (Boston: Bedford/St. Martins, 1996), 119-121. **ER**

**Tuesday 11/3: From Jacobins to Bonapartists: The French Revolutionary Empire**

Spielvogel 597-605.

Jakob Walter. excerpt from: *The Diary of a Napoleonic Foot Soldier*. ed. Marc Raeff (New York: Doubleday, 1991) 40-59. **ER**

**Thursday 11/5: Restored Order and its Discontents: The Congress of Vienna to 1848**

Spielvogel 636-667.

Prince Klemens von Metternich. excerpts from “Political Confession of Faith.” [1820] in *Memoirs of Prince Metternich, 1815-1829*, ed. Prince Richard Metternich (New York: Scribner and Sons, 1881), Vol. 3, pp. 456-463, 469-471, 473-476. in “The Modern History Source Book” (Fordham) **Link:**  
<http://legacy.fordham.edu/Halsall/mod/1820metternich.asp>

**Tuesday 11/10: The Birth of Nations and Nationalists**

Spielvogel 670-692.

Benedict Anderson. excerpt from: *Imagined Communities*. Revised Edition (London: Verso, 2006), 37-46. **ER**

**Thursday 11/12: Dark Satanic Mills: The Rise of Factory and City**

Spielvogel 607-634.

Ellen Ross. “There is Meat Ye Know Not Of: Feeding a Family” in *Love and Toil: Motherhood in Outcast London, 1870-1918* (Oxford: Oxford University Press, 1993) 27-55. **ER**

**Tuesday 11/17: Collapse of Cosmos and the Survival of the Fittest: Darwin and the Mind**  
Charles Darwin. excerpts from "The Origin of Species." [1859] in *The Darwin Reader*  
ed. Mark Ridley. (New York: W.W. Norton & Company, 1987) 70-89. **ER**

Asa Gray. "Evolutionary Theology." *Darwinia* (New York: D. Appleton and Company,  
1876), 356-390. **ER**

**Thursday 11/19: What Victoria Hath Wrought: Empire and Expansion**  
Spielvogel 759-773.

Rudyard Kipling. "Gunga Din" and "The White Man's Burden" in *The Writings and  
Prose of Rudyard Kipling*. Vols. XI & XXI (New York: Charles Scribner's and  
Sons, 1898, 1893), 19-22, 78-80. **ER**

#### ***Unit IV: The Modern West and the Modern World***

**Tuesday 11/24: The War to End All Wars**  
Quiz III  
Spielvogel 775-809.

Joe Lunn. excerpt from *Memoirs of the Maelstrom: A Senegalese Oral History of the  
First World War*. (Oxford: James Currey, 1999), 120-147. **ER**

**Thursday 11/26: THANKSGIVING RECESS**

**Tuesday 12/1: In Class Peer Review and Writing Workshop**

***\*First Draft of Long Paper Due***

**Thursday 12/3: Totalitarianisms and the Interwar Years**  
Spielvogel 812-848.

Dietrich Bonhoeffer. *Writings Selected with an Introduction by Robert Coles*. ed. Robert Coles.  
(Maryknoll, NY: Orbis Books, 1998), 108-114, 118-124. **ER**

*Recommended Background* see: *Encyclopædia Britannica Online*, s. v. "Dietrich Bonhoeffer",  
accessed August 25, 2015, <http://www.britannica.com/biography/Dietrich-Bonhoeffer>.

***\*\*\*Revised First Drafts Emailed to Professor Robinson by 5pm Friday Dec. 4***

**Tuesday 12/8: The Second World War and Life in a Divided Europe**

Spielvogel 885-918.

Paulina Bren. "Broadcasting in the Age of Late Communism." in *The Greengrocer and his TV: The Culture of Communism after the 1968 Prague Spring*. (Ithaca: Cornell University Press, 2010), 112-129. **ER**

[Student Appointments with Professor Robinson to discuss Revised Draft]

**Thursday 12/10: After the Wall: A Retrospective Since 1989**

Mark Mazower. excerpt from *Dark Continent: Europe's Twentieth Century*. (New York: Vintage Books, 1998), 361-394.**ER**

[Student Appointments with Professor Robinson to discuss Revised Draft]

**\*\*Final Draft of Long Paper Due 5pm December 17<sup>th</sup> in Hard Copy**