

The West and the World since 1492
 History 103
 University of Rochester
 Fall 2010

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Office Hours: Wednesdays, 10-11 a.m., 1-3 p.m.; Tuesdays, 11:00 a.m. - 1:00 p.m.

Required Books (on sale at bookstore):

Lynn Hunt, *The French Revolution and Human Rights: A Brief Documentary History* (Bedford St. Martin's 1996).

Stuart Schwarz, *Victors and Vanquished: Spanish and Nahua Views of the Conquest of the Mexica* (Bedford St. Martin's, 2000).

W, 9/1	Introduction: Diamond thesis	
F, 9/3	Lecture: Spanish Conquest of the Mexica	Schwarz, 1-28
W, 9/8	Encounter on the Beach	Schwarz, 80-99.
F, 9/10	Massacre at Cholula	Schwarz, 100-115, 119-126 (skip de Tapia).
M, 9/13	Tenochtitlan and War	Schwarz, 127-167
W, 9/15	Formation of a New Order	Schwarz, 184-189, 212-213, 233-243
F, 9/17	Lecture: English Civil War	
M, 9/20	Levellers	FIRST PAPER DUE. "An Agreement of the People," 1st section, http://www.strecorsoc.org/docs/agreement.html
W, 9/22	Putney Debates	The Putney Debates at http://www.thenagain.info/Classes/Sources/Clarke.Putney.html
F, 9/24	Rediker's thesis	Rediger, "Divarication of the Putney Debates" electronic reserve. 42 pages.
M, 9/27	Lecture: French Revolution -- Origins and Early Years	SECOND PAPER DUE. REVIEW OF REDIKER
W, 9/29	French Revolution and the Nation	Hunt, 1-15, 63-79 (Sieyes, Declaration of Rights of Man, etc.).

F, 10/1	Defining the Limits of the Nation (Property and Jewish Rights)	Hunt: 80-83 (debates over property qualifications for full citizenship), 84-101 (Jewish citizenship).
M, 10/4	French <i>philosophes</i> , women and “noble savages”.	Excerpts from Diderot’s <i>Supplement to Bougainville’s Voyage</i> – II. An Old Man’s Farewell and III. Conversation between the Chaplain and Orou, at http://courses.essex.ac.uk/cs/cs101/Boug.htm .
W, 10/6	Defining the Nation: Women and Slaves.	Hunt: 101-139 (debates on slavery and women’s rights).
F, 10/8	Lecture on Consequences of French Revolution	
W, 10/13	Lecture on Fossil Fuel Revolution	THIRD PAPER DUE
F, 10/15	Life and Living Standards under the Old Regime	Nathalie Snyder and Wayne Ostroot, “The Quality of Life in Historical Perspective. France, 1695-1990.” Find in JSTOR.
M, 10/18	Economic Ideas / Adam Smith	Adam Smith, “Wealth of Nations,” excerpts, at http://www.fordham.edu/halsall/mod/adamsmith-summary.html
W, 10/20	Marx and Engels	Andrew Ure at http://www.fordham.edu/halsall/mod/1835ure.html . Marx and Engels, “Communist Manifesto,” Introduction, Part I through references to Egyptian pyramids, Crusades.
F, 10/22	Marx and Engels	“Communist Manifesto,” finish Part I
M, 10/25	Marx and Engels	“Communist Manifesto,” Part II
W, 10/27	Lecture: Socialism	Read Edourd Bernstein at http://www.fordham.edu/halsall/mod/bernstein-revsoc.html
F, 10/29	Lecture: New Imperialism	
M, 11/1	New Imperialism: Readings	FOURTH PAPER DUE. Lugard, “Rise of Our East African Empire”, at http://www.fordham.edu/halsall/mod/1893lugard.html ; Karl Pearson, “National Life from the Standpoint of Science”, http://www.fordham.edu/halsall/mod/1900pearsonl.html . 4 pages.
W, 11/3	Lecture: Japanese Response to New Imperialism	
F, 11/5	Sakuma Shozan and Fukuzawa Yukichi: Two samurai responses.	Sakuma Shozan documents on electronic reserve. Fukuzawa Yukichi.
M, 11/8	Lecture: Constructing a Modern Japanese State.	

W, 11/10	Constructing a Modern Japanese State: Discussion.	“Fifty Years of New Japan,” excerpts, on electronic reserve
F, 11/12	Lecture: World War I	
M, 11/15	Discussion: WWI origins	Read Keegan on electronic reserve. 20 pages.
W, 11/17	Disc: WW I origins	Read Arno Mayer on electronic reserve. 40 pages.
F, 11/19	NO CLASS	
M, 11/22	NO CLASS	
W, 11/24	NO CLASS	
M, 11/29	Lecture: Bolshevik Revolution.	FIFTH PAPER DUE
W, 12/1	Lecture: Treaty of Versailles and Discontents. Nazi Origins.	German National Socialist party program of 1920 at http://www.yale.edu/lawweb/avalon/imt/document/nca_vol4/1708-ps.htm . Hitler speech of 1921, with short excerpt from 1926 at http://history.hanover.edu/courses/excerpts/111hit1.html .
F, 12/3	Disc: Industrialization and collectivization under Stalin.	Stalin on industrialization, 1928, at http://www.fordham.edu/halsall/mod/1928stalin.html . Lev Kopelev, “The Last Grain Collections” on electronic reserve. approx. 7 pages.
M, 12/6	Lecture: Coming of the Nazi-Soviet Showdown: Barbarossa and “The Great Fatherland War.”	
W, 12/8	Discussion of “Mein Krieg” documentary	
F, 12/10	Discussion of “Magnitogorsk” documentary	
M, 12/13	Wrap-up	
I will give oral exams during finals week.		

Grading: Five papers (5-7 pages long): 15% each. Oral final exam (20 minutes): 15%
Class participation: 10 %

Lenoe Criteria for Grading Papers:

In general I look for the following when I grade papers. This list is not exhaustive and is *not* in order of priority.

1. Original insights into documents read (issues not discussed in readings or class).

2. Clear presentation of insights into documents (whether or not they are original). Another way of putting this is clear organization (one paragraph per discrete idea, logical links between each idea).
3. Clear statement of thesis or theses in the first paragraph, with follow-through in the rest of the paper. You need to tell me right away what your point or points are, and do so in your own words: IMPORTANT NOTE: “Topic X is interesting” or “Topic Y is important,” or “Many people have different views about topic Z” are not adequate thesis statements. They are so general as to be meaningless.
4. Relatively simple, but not childish, writing style. I would like you to use words whose meaning you already know clearly to express ideas as concisely as possible. You do not need to use long “academic” words or sentence structures to earn a good grade. Of course there is a happy medium here. I also don’t want you to write like a first-grader (“Charlemagne was king. He had a lot of power. He conquered many lands.”) A hint: use active voice verbs in your writing whenever possible -- SEE BELOW FOR EXPLANATION OF PASSIVE VS. ACTIVE VOICE.
5. Correct grammar. Most common errors seem to be:
 - a. Incomplete sentences. Every sentence must contain at a minimum, a subject or verb.
 - b. Pronoun does not agree in number or gender with the noun it is standing in for.
 - c. Improper capitalization of nouns. In modern English, only proper nouns (names of places, people, months, days of the week, etc.) are capitalized. Words like “fate,” “revolution,” (unless you’re talking about a specific revolution) are not.
 - d. Confused apostrophes. The plural form in English contains NO APOSTROPHES.
 - e. Special case of confused apostrophes: “its” and it’s”. “Its” is the possessive form, similar to “his,” “hers,” “mine,” and like other possessive pronouns, contains NO APOSTROPHE. “It’s” is the contraction of “It is,” and does contain an apostrophe. Just remember possessive form always equals NO APOSTROPHE.
6. Logical connections between ideas, evidence, etc. Make sure that you don’t argue one thing in one paragraph, and the exact opposite in the next. The evidence you use should back up the claims you make.
7. Factual accuracy. You need to have the facts right and to show that you understand the historical context (social structures, religious beliefs, political systems, etc.) of the time when particular primary sources were written. This includes, very importantly, getting the chronological (time) order of events right.

A paper that has all of these qualities will likely earn an A. A paper missing one may be an A-. A paper missing two of these qualities will probably be a “B.” A paper lacking three or four will likely be a “C.” And so on.

I will never reduce your grade more than one step (for example B to B-) for grammar errors alone. I won’t reduce your grade at all for one or two grammar errors.

Number values of letter grades.

A+ = 100 %
A = 95 %
A- = 92 %
B+ = 88 %
B = 85 % etc.

Calculating final grade averages:

92.5 and up = A.
90-92.5 = A-
87.5-90 = B+
85-87.5 = B
82.5-85 = B-

ACTIVE AND PASSIVE VOICE

Generally speaking, in an “active voice” sentence or phrase, the subject of the sentence acts (X does Y). In a passive voice sentence the subject is actually the object acted on/produced by the verb (Y was done [by X]).

Here are two examples of active voice sentences and their passive counterparts.

Active: Workers understood the press campaign as a call to vilify managers.
Passive: The press campaign was understood [by workers] as a call to vilify managers.

Active: The political security police prepared the interrogation transcript carefully.
Passive: The interrogation transcript was prepared carefully [by the political security police].

Note that the passive voice sentences require more words to convey the same information. Or they omit information about who or what is actually taking action (remove the phrases in brackets from the sentences above). There is a place in college composition for the occasional passive voice sentence, but try and stay away from them in general.

I DO NOT TOLERATE CHEATING OR PLAGIARISM (PRESENTING SOMEONE ELSE’S SCHOLARLY WORK AS YOUR OWN). I WILL PURSUE THE UNIVERSITY DISCIPLINARY PROCESS AGAINST STUDENTS WHO PLAGIARIZE OTHERS’ WORK. AT A MINIMUM, STUDENTS WHO PLAGIARIZE WILL RECEIVE A “0” ON THE ASSIGNMENT IN QUESTION.