History 102: Foundations of Western Culture II

James A. Kirchberg, MA, spring 2020
Monday through Friday, 7th Hour, D-100 & D-103

Office Hours: Mon - Fri, 7:35-7:58, 3:25-4:00 (by appt.)
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This class is a dual credit class in collaboration with the University of Wisconsin-Green Bay. Students at Crivitz High School may choose to enroll for UWGB credits in addition to high school credit. This creates a college transcript; therefore, it creates a GPA for you which is permanent.

Course Catalog Description:
This course is a comprehensive chronological survey of major events, people, and ideas that have influenced the history, literature, art, and culture of Western Civilization. It covers the Renaissance through the 20th Century.

Top Ten Course Learning Outcomes:

1. To know the chronology of key events and political, social, military economic and cultural developments in Western Civilization, from the Renaissance to the present.
2. To know the basic natural geography of Europe.
3. To explain and analyze key historical events.
4. To understand the diversity of humanity experience as influenced by inner and outer forces.
5. To analyze historical forces that shape individuals and communities, while using knowledge about the history of an area being studied.
6. To think critically about the historical information being presented.
7. To know the difference between primary and secondary sources, and to understand how each are used to make and present historical arguments.
8. To assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a clear and concise argument about the past.
9. To effectively do research and write a clear and concise historical essay or research paper that has a clear thesis statement while using multiple sources of evidence, with appropriate citations.
10. To be a writer of history who understands the difference between opinions and scholarly based arguments.

Keys to success in this course:

This course is a rapid survey of the political, military, social, cultural and economic history of Europe and the wider western world from its beginnings to 1500. Attendance at lectures and participation in discussions is necessary for your successful completion of the course. You will be more likely to understand lectures and discussions if you have done the required reading before you appear in class. The course is an equal combination of lectures and discussion of readings. By the end of the course you will have an understanding of the economic, political, religious, intellectual, and cultural background of Europe and its effects on the wider world. Additionally, at the conclusion of the course you will have learned how to better…

a. **Read and listen** with comprehension, as displayed through exams and discussion.
b. **Describe** events and major themes that occurred during this period, as displayed through essays and other writing assignments.
c. **Analyze** arguments presented in class and in the reading, as displayed through quizzes, exams, essays and papers.
d. **Synthesize** major themes, interpretations and evidence across this period as displayed through quizzes, exams, essays, and papers.

This course will be conducted in a combination of class lectures and discussions. It is imperative that students try diligently to attend all classes as attendance will be a part of your final grade. Extensive absences will lower a student’s final grade. Also, as an instructor, I place a high value in class discussion and participation by students, and class participation will be considered in calculating your final grade. It is true not all students are comfortable as others about speaking in class. Therefore, there will be many avenues for contributing.

**Remember to bring to class every day;**

1. Both texts for the course.
2. Something with which to write.
3. Something upon which to write.

**Grading Policies**

**COURSE REQUIREMENTS:**

*(Total Possible 1200 Points)*

**Attendance (~144 Points):** Attendance will count toward your final grade in this course. Students must complete the day’s assignment before coming to class, and be prepared to discuss the material and have any assigned writing completed and with them ready to hand in. If an unexpected and legitimate event should occur to keep you from class, you must inform me **before class begins.** Filmmaker and writer Woody Allen once
said “Ninety percent of life is just showing up.” Well, in this class it’s a bit over 10%. I expect you to come to each and every class, and will take attendance each day at the start of class.

**6 Short Analytical Writing Assignments** (120 points): You will write a short (1-2 pages) analytical essay addressing one of the Chapter Questions found at the back of the assigned chapter(s) in the Sherman text. In these writings I want you to do the following:

1. Read all the assigned material in the Sherman and Spielvogel texts.
2. Choose one of the chapter questions at the end of the assigned Sherman chapter. Write that question at the top of the first page of your essay.
3. Write a paragraph with a clear answer (your thesis) to the chapter question you chose. Provide contextual information from the Spielvogel text in these paragraphs.
4. Have at least 3 citations related to your Sherman reading from the particular chapter – either primary documents, secondary readings or ideally a combination of the two. Briefly clearly explain or include contextually how they support your answer (or thesis) to the chapter question you chose.
5. All papers must be typed, **paginated** and stapled if more than one page. Your name, the date and the chapters under consideration must be in the top right-hand corner. These papers will be due mostly on Fridays.

**Weekly Quizzes** (~296 Points): At the end of most every week, a 20+ point quiz will be given in a short written answer and/or objective format.

**Your Family in European History paper** (200 + 40 Points): You will write a 5 to 7-page paper tracing your own family and their connections to European history. Start now, asking your parents and/or other relatives where their ancestors came from, and when those ancestors came to the United States. The paper will examine the historical events in those places at those times that impelled people to make the extraordinary journey across the oceans. See the last page of the syllabus for details.

**Mid-term Exam** (200 Points) the mid-term exam will be a cumulative, take-home essay exam due on Monday, March 30, 2020.

**Final Exam** (200 Points) The final exam will be an essay exam consisting of two parts; the first will cover material since the mid-term exam, the second will be a cumulative section covering material from the entire semester. This exam will take place during the final exam period at the end of the semester.

-----Course Policies-----

- I do not accept late assignments without prior arrangement.
- All students are responsible for the material presented in class, whether you are in attendance or not.
- If you do not complete all the major components of the course, you will receive a failing grade.
- I remind all students that you are bound by the statement on Academic Misconduct (UWS 14.03) as found in the University of Wisconsin Colleges Students Rights and Regulations publication (and transcribed below for your convenience!). You can read the full text of the UWS code at http://www.legis.state.wi.us/rsb/code/uws/uws.html.

**UWS 14.03 Academic Misconduct - Subject to disciplinary action.**

(1) Academic misconduct is an act in which a student:

- a. Seeks to claim credit for the work or efforts of another without authorization or citation;
- b. Uses unauthorized materials or fabricated data in any academic exercise;
- c. Forges or falsifies academic documents or records;
- d. Intentionally impedes or damages the academic work of others;
- e. Engages in conduct aimed at making false representation of a student’s academic performance; or
- f. Assists other students in any of these acts.
Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one’s own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of the course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

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The following guidelines will be used when grading and developing rubrics for written work for this course:

- Work of "A" quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion PLUS independent assessment and evaluation of the material. Writing of "A" quality must be clear and concise, presenting a well thought-out, carefully reasoned and well-supported thesis.

- Work of "B" quality demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Writing of "B" quality must be clear, presenting and supporting a well thought out thesis.

- Work of "C" quality demonstrates a working knowledge of the material and a minimum of interpretation. Writing of "C" quality must be understandable, presenting and supporting a thesis.

- Work failing to reach this minimum level will receive a "D" or "F".

**Letter-grade scale:**

All work will be graded on an A-F scale. Work of “A” quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion. PLUS your independent assessment and evaluation of the material. Writing of “A” quality must be clear and concise, presenting a well thought-out, carefully reasoned and supported thesis. Work of “B” quality demonstrates a sound understanding of the
readings and lectures but fails to thoroughly analyze the material. Writing of “B” quality must be clear at presenting and supporting a well thought out thesis. Work of “C” quality demonstrates a working knowledge of the material and a minimum of interpretation. Writing of “C” quality must be understandable at presenting and supporting a thesis. Work failing to reach the minimum level will receive a “D” or “F”.

Learning Resources

Additional Readings – These will either be passed out in class or made available to you online.

---Course Organization----

*Tentative calendar of readings and topics, and are subject to change. Please have the readings COMPLETED for the day they are listed.*

**Week 1: Course Orientation and the Renaissance, January 20 to January 24**

01/20: Course Orientation: Sources, reading and taking notes in history.
01/21-01/22: The Artistic and Intellectual Renaissance plus the Church
• Spielvogel 340-373 (Chapter 12)
01/23: Sherman, Chapter 13
01/24: Quiz I on the Renaissance

**Week 2: The Reformation(s), January 27 to January 31**
### Week 3: Europe and the Wider World, February 03 to February 07

02/03-02/04: Europe & the World: New Encounters, 1500-1800
- Spielvogel 413-425 (Chapter 14)
02/05: Sherman, Chapter 15
02/06: Quiz III on the Later Reformation and Age of Discovery
02/07: No School: Teacher In-service

### Week 4: War, Rebellion and the Search for Order, February 10 to February 14

02/10: Sherman, Chapter 14 Analytical Writing Assignment is due (2)
02/11-02/12: State Building and the Search for Order in the 16th Century
- Spielvogel 446-484 (Chapter 15)
02/13: Quiz IV on the Impact of European Expansion
02/14: Class trip to the UW-Marinette Library (Tentative)

### Week 5: War, Rebellion and the Search for Order, February 17 to February 21

Initial list of family history details due. (10 Points – Mandatory) - February 17
02/18-02/19: State Building and the Search for Order in the 17th Century
- Spielvogel 498-510 (Chapter 17)
02/20: Sherman, Chapter 16
02/21: Quiz V on the Tumultuous 17th Century

### Week 6: The Scientific Revolution & Enlightenment, February 24 to February 28

02/24: Sherman, Chapter 15 Analytical Writing Assignment is due (3)
02/24: Toward a New Heaven & New Earth: Scientific Revolution & Emergence of Modern Science
- Spielvogel 487-510 (Chapter 16)
02/25: The 18th Century: An Age of Enlightenment
- Spielvogel 513-539 (Chapter 17)
02/26: Sherman, Chapter 19
02/28: Quiz VI on the Scientific Revolution & the Enlightenment Chapters 16 & 17

### Week 7: 18th Century Europe & Its People, March 02 to March 06

03/02: Sherman, Chapter 17 Analytical Writing Assignment is due (4)
03/03-03/04: The 18th Century: European States, International Wars, & Social Change
- Spielvogel 543-571 (Chapter 18)
03/05: Sherman, Chapter 18
Quiz VII on 18th Century European States
Initial family history bibliography is due. (10 Points – Mandatory) – March 6

### Week 8: Spring Break!!! March 09 to March 13

### Week 9: The French Revolution & Napoleon, March 16 to March 20

03/16-03/18: A Revolution in Politics: The Era of the French Revolution & Napoleon
- Spielvogel 575-604 (Chapter 19)
03/19: Sherman, Chapter 20
03/20: Sherman, Chapters 20 or 21 Analytical Writing Assignment is due (5)

### Week 10: Napoleon, March 23 to March 27
03/23: Hand out Take Home Mid-term Exam
03/24-03/25: Spielvogel 607-633 (Chapter 20)
03/26: Sherman, Chapter 22
03/27: Quiz VIII on the French Revolution & Napoleonic Era

Week 11: Responses to Change, March 30 to April 03

03/30: Hand in Take Home Mid-term Exam
03/31: Reaction, Revolution, & Romanticism, 1815-1850
• Spielvogel 636-667 (Chapter 21)
04/02: Sherman, Chapter 23
04/03: Quiz IX - Industrial Revolution, Reaction, Revolution, & Romanticism 1815-1850 (Chs. 20-21)

Week 12: 19th Century Europe & the Age of Reaction & Revolution, April 06 to April 09

04/06: An Age of Nationalism & Realism, 1850-1871
• Spielvogel 671-701 (Chapter 22)
04/07: Sherman, Chapter 24
04/08: Updated list of family history details—Brief Outline (10 Points – Mandatory)
04/09: No School: Teacher In-service 😊
04/10: No School: Good Friday Holiday 😊

Week 13: 19th Century Europe: Romanticism & Mass Society in an “Age of Progress”, April 13 to 17

04/13: Quiz X on Age of Nationalism & Realism & the Years 1850-1871 (Chapter 22)
04/14: Sherman, Chapter 23 Analytical Writing Assignment is due (6)
04/15 – 04/16: Mass Society in an “Age of Progress”, 1871-1894
• Spielvogel 705-734 (Chapter 23)

Week 14: 19th Century Europe & Its People: Modernity, Anxiety & Imperialism, April 20 to 24

Updated family history bibliography due (10 Points – Mandatory) – April 20
04/21-04/22: An Age of Modernity, Anxiety, & Imperialism, 1894-1914
• Spielvogel 738-772 (Chapter 24)
04/24: Quiz XI on Modernity, Anxiety & Imperialism (Chs. 23 & Beginning of Ch. 24) is due
First draft of family history papers due (Optional) – April 24 (No earlier, No later)

Week 15: War & Revolution at the Turn of the Century, April 27 to May 01

04/28-04/29: The Beginning of the 20th Century Crisis: War & Revolution
• Spielvogel 776-809 (Chapter 25)
04/30: Sherman, Chapter 26
05/01: Quiz XII on World War I (End of Chapter 24 & Chapter 25)

Week 16: The Coming of World War II & the Failure of Democracy May 04 to May 08

Final draft of family history paper is due. (200 Points) – Friday, May 4!!! (Due at classtime)
05/05: The Futile Search for Stability: Europe between the Wars, 1919-1939
05/06: Hand out Take Home Final Exam!
• Spielvogel 813-846 (Chapter 26)

Week 17: The Cold War and the Western World May 11 & May 12

05/11: The Futile Search for Stability: Europe between the Wars, 1919-1939 (continued)
05/12: Final Quiz XIII-- on the end of World War I, the Russian Revolution, & the Coming of World War II (Chapters 25 & 26)

Final Exam 05/13-05/14/2020 (200 Points)
History 102: Western Culture Since 1500

Family Member Leaving Europe History Paper
(200 + 40 Points)

For this assignment you will write a 5 to 7 page paper tracing your own family (or a family you know) and their connections to European history. The paper has two basic parts:

- **Part 1: Tracing a family connection back to Europe.** In this part I want you to follow some branch of your family tree back to Europe. You don’t have to have an exact date, time and place, just get back to the general era in which your ancestor immigrated to the United States (1890s, 1880s for example) and country that your ancestor came from.

- **Part 2: What Was Going On in that Country When They Immigrated?** In this part I want you to research the history of your ancestor’s country around the general era when they left. You need to provide a discussion on the following detail:
  - The economic situation, including major industries, employment availability and most common jobs.
  - The political situation, including what form of government the country was under, and who was in power.
  - The social conditions of the country, including the general living conditions (access to food, shelter, employment and the like) and any other details that relate to day to day life.

From this analysis, you are to draw some conclusions as to why your ancestor may have left their country when they did.

**Requirements:**
- This paper will be typed and formatted in college format (1” margins, 11-12 pt. font, all sources appropriately cited).
- For Part 1, I want some form of documentation on your family history. Documents like birth certificates and immigration papers are best. At an absolute minimum I want you to reference notes from conversations you have had with relatives.
- For Part 2, you MUST have AT A MINIMUM three non-internet sources. That means books or journal articles! Most often these will be general histories of the country you are writing about, or could be more specialized histories. Start looking NOW for these, as our library will NOT have a wide selection to choose from and you will need to order these from interlibrary loan. The library staff will be more than happy to help you locate appropriate materials.

**Timetable:**
- **February 17:** Initial list of family history details due.
  - At a minimum, what relative, what country and what time period.
- **March 06:** Initial bibliography due.
  - At a minimum, one monograph on the history of the country you are considering.
- **April 08:** Updated family history details/documentation due.
- **April 20:** Final bibliography due.
  - Must include detailed summation of material contained, and include discussion of how you plan to utilize it in your paper.
- **April 24:** First optional draft of paper is due.
- **May 04:** Final draft of paper is due!
**ADDENDUM:**

**Further Clarification of Course Policies**

**Class Attendance/Participation**

Regular and prompt attendance in all classes is expected of students. Students will earn two Participation points for each day present. Students absent from class for any reason are responsible for making up any missed work. One point per day, instead of two will be earned if absent and excused. Zero points if unexcused. Absent due to school activities will be treated as if present and will earn participation points for each day excused absent.

**UWGB Academic Integrity**

As stated from the UWS 14.01 Statement of Principles, “the Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. “The entirety of the Student Academic Disciplinary Procedures can be located at [https://docs.legis.wisconsin.gov/code/admin_code/uws/14](https://docs.legis.wisconsin.gov/code/admin_code/uws/14)

*These procedures state that if there is any academic dishonesty of your academic work, there are consequences that can become part of your permanent college record.*

**UWGB Drop, Withdrawal, and Extended Absences Policies**

This course follows the UW-Green Bay policies for drops and withdrawals. Information can be found at [https://www.uwgb.edu/bursar/refunds/refund-and-schedule/](https://www.uwgb.edu/bursar/refunds/refund-and-schedule/) and [https://www.uwgb.edu/bursar/term-deadline-calendar/](https://www.uwgb.edu/bursar/term-deadline-calendar/)

For information on drops and withdrawals, please refer to the UW-Green Bay folder provided you.

By registering, you accept responsibility for compliance with UW-Green Bay rules, regulations, and policies. ([www.uwgb.edu/policies](http://www.uwgb.edu/policies) ) . CCIHS courses of 14 weeks or longer follow the 14 week course policies. Once 14 calendar days have passed from the course start date, courses cannot be dropped without academic/fee penalties; for courses shorter than 14 weeks in duration, students have 7 calendar days from the course start date to drop a course without academic/fee penalties.

*Course grade(s) are final and will become part of my permanent college record. Enrollment in a CCIHS course does not guarantee admission to any college, including UW-Green Bay. By registering for this course you will be responsible for paying the high school for all tuition/fees owed for this course enrollment.*

For additional information and resources, visit the UW-Green Bay College Credit in High school website at [https://www.uwgb.edu/ccih](https://www.uwgb.edu/ccih/)

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