

AN INTRODUCTION TO THE HISTORY OF WESTERN CIVILIZATION FROM 1500  
HIST 1360, SECTION A02: WINTER, 2016.  
Department of History, The University of Manitoba

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This course offers an introduction to the history of Western Civilization starting from roughly 1500, and reaching the present. This is a period of history that saw unprecedented changes in nearly all aspects of human life. We will begin with the expansion of European dominion over the New World, the invention of the printing press, the religious Reformations and the wars engendered by them, and the articulation of new forms of government and military power. We will continue with multiple revolutions—the Scientific, the Financial, the Agricultural, the Industrial and the French. We will then examine the conjoined ages of imperialism, globalization and liberalism before the First World War, and then the challenges to liberalism and European political domination in the first half of the Twentieth Century. We will scrutinize attempts to restructure Western politics after the Second World War while simultaneously fighting a Cold War. The course will finish by setting the current moment of multiple challenges to the current political, economic and cultural order into its longer contexts.

To pursue the causes of these changes, we will begin to learn different techniques of historical interpretation, used to explain and relate political, cultural, religious, intellectual and economic factors. We will focus on developing the tools of historical scholarship, particularly, the interpretation of primary sources, the tools of bibliographic research, and the analysis of historical argument.

#### Required Texts

Available for Purchase at the Bookstore

Clifford R. Backman, *Cultures of the West: A History: Volume 2, since 1350*. (New York: Oxford University Press, 2012), ISBN: 9780195388916: This should come bundled with Clifford R. Backman, *Mapping the Cultures of the West: Volume 2, since 1350*. (New York: Oxford University Press, 2014).

#### Assignments

**Paper #1: Primary Source Interpretation: Worth 25 %: Due Friday, 29 January in Class.**

In six pages (1500 words), compare the selections from Martin Luther's *The Freedom of a Christian* and the Twelve Articles of the Swabian Peasants. Do the two texts' authors agree about the basis of Christian faith, and its implications for life in this world?

**Article Assignment: Worth 10 %: Due Wednesday, 24<sup>th</sup> February.**

Historical journals are a basic professional tool of historians, where historians make arguments about how to interpret the past in articles, which usually present a thesis about the past and defend it with some evidence in, roughly, twenty pages. (If they want to make a longer argument, they might produce a monograph, or a scholarly book on a single topic.) Read a recent (no more than the last five years) article (not a book-review) from a scholarly journal about a topic about Western history after 1500. To find the article, I recommend using the databases “*America, History and Life*” and *Historical Abstracts*. These are the standard professional bibliographies, all of which function in English, and are subscription services available to you through the Library’s home page. In a page—no more than 350 words—sketch the author’s argument, and analyze what primary sources the author used and how they interpreted them. As the title of the paper, give the correct, footnote form of reference to the article in Chicago Style.

**Paper #2: Analysis paper: Worth 25%: Due Monday, 21<sup>st</sup> March.**

In 6 to 8 pages (1500-2000 words), compare the articles in one of the groups below. Compare how the two historians treat the topic under discussion. Can the historians’ work be reconciled? Do differences between them reflect different sources, or a different approach to the material? Do their disagreements suggest further questions for research that you could pose?

If you have interests that are not reflected in any of the groups below, please see me at least two weeks before the due date above to discuss how you can pursue them.

**A: Appeasement**

Geoffrey Hicks, “‘Appeasement’ or constant conservatism? British foreign policies, party politics and the guarantees of 1867 and 1939,” *Historical Research* 84, issue 225 (2011): 513-534.

Alexander Anievas, “The international political economy of appeasement: the social sources of British foreign policy during the 1930s,” *Review of International Studies* 37, 2 (2011): 601-629.

**B: Reconstruction and Identity**

Tara Zahra, “Lost Children: Displacement, family and nation in postwar Europe,” *Journal of Modern History* 81 (March, 2009): 45-86.

Hugh Clout, “Alsace-Lorraine/Elsaß-Lothringen: destruction, revival and reconstruction in contested territory, 1939-1960,” *Journal of Historical Geography* 37, 1 (2011): 95-112.

**C: Suffragettes’ methods**

Julia L. Mickenberg, “Suffragettes and Soviets: Feminists and the Specter of Revolutionary Russia,” *Journal of American History* 100, 4 (2014): 1021-1051.

Kevin Grant, “British Suffragettes and the Russian Method of Hunger Strike,” *Comparative Studies in society and history* 53, 1 (2011): 113-143.

**D: The Business of Pharmacy**

Arjo Roersch van der Hoogte and Toine Pieters, "Science, industry and the colonial state: a shift from a German- to a Dutch-controlled cinchona and quinine cartel (1880-1920)," *History & Technology* 31, 1 (Mar. 2015): 2-36.

Tobias Kramer, "Building the 'World's pharmacy': The Rise of the German Pharmaceutical Industry, 1871-1914," *Business history review* 89, 1 (Jan. 2015): 43-73.

**E: Inter-War Eugenics**

Bradley Hart, "Watching the 'Eugenic Experiment' unfold: The mixed views of British Eugenists towards Nazi Germany in the Early 1930s," *Journal of the History of Biology* 45, 1 (Feb. 2012): 33-63.

Jane Carey, "The Racial Imperatives of Sex: Birth Control and eugenics in Britain, the United States, and Australia in the interwar years," *Women's History Review* 21, 5 (Nov. 2012): 733-752.

**Map work: 10 %: 2 x 5 %. Due 5 February and 4 April**

I will ask you to complete some of the assignments in the blank section of the *Mapping the Cultures of the West—as noted on each week's reading, below*. I will check the work on two occasions, so bring your (completed) atlases to class on those days. I'm grading for geographical knowledge, not artistic ability.

**Final exam: 30 %.** The final exam will cover geographical and historical facts, stress the interpretation of primary sources and scholarly arguments, and contain a broad synthetic essay question that will ask you to bring together the different aspects of the course into a coherent argument.

**Course Expectations & Requirements**

**Lectures:** I aim neither to duplicate nor to summarize material discussed in the survey, but rather to present new interpretations of and information about the period. You miss lectures at your peril, for the information and interpretations presented there will be tested on the exams. Although I generally use powerpoint, do not think that the material written on the slides is necessarily most important; I like to show images and maps, and it is a convenient way to do that. Listening to what I say is crucial.

**Reading:** A primary source, sometimes called "original source" or sometimes just "source", is a document or other object created at the time an event took place, or as close to that event as possible. Later scholars produce "secondary sources" or "scholarship", works that describe, analyze and interpret the past using primary sources and other secondary works.

Primary sources constitute the foundation of historical knowledge. Reading primary sources can be a tricky business; understanding them always demands careful and often laborious

reading, questioning, research, and rereading. I recommend taking notes on passages you find particularly difficult, as the process of taking notes demands active thought. If you do not understand a word, you should look it up in a dictionary. It is also useful to look up names, events, or even sometimes concepts in a reference work such as an encyclopedia. Wikipedia can be a useful place to start—but don't think it is more than that. We should have—given library construction—a reference section in the library that contains many useful works of reference. Suggestions for readings are in the back of your textbooks, and I'm always available to discuss other readings.

When reading primary sources, it is always useful to ask a few questions. What genre is the document? That is, is it a statute, a letter, an epic poem, a play, a theological treatise, a history, a hagiography, a legal record of a deal, a newspaper or magazine article, a financial account or some other type of written account? Who wrote the document? Why did he or she write it? Did she or he give a reason for writing? (The answers to the last two questions may or may not be identical.)

Secondary sources require another form of reading. Authors of secondary sources are never just neutral purveyors of information; even when presenting an uncontroversial narrative, they are presenting a distinct interpretation and argument about the past. When reading secondary sources, you should become aware of the author's argument. You should think about it critically, which does not usually mean that you should conclude that it is biased rubbish. Rather, you should look at what sources they are using and how they are interpreting them, as well as the sort of question they are answering. Are there other questions that they could ask? Do their sources limit and shape the answers they can provide? Finally, one can start to see how scholars relate to each other over time, by asking how do questions that authors raise relate to earlier work on the field?

The textbook survey provides another source of information and different interpretations of the period than I will give in the lecture. It is recent, and contains excellent bibliographies that provide suggestions for further research and reading. It is a secondary source—indeed, it is almost a tertiary source, so to speak, because it depends so heavily on the work of other historians that it is often difficult to see the role of primary sources in its account. Note that there are quizzes and other activities—of mixed quality—online that are designed to help you learn better. The book's website is available at:

<http://www.oup.com/us/backman/>

If you think quizzes, interactive maps, and flashcards are useful, they are available there.

**A note on academic honesty:** Education and scholarship depends upon a certain sort of basic honesty. I expect that when you claim to have done work, you will actually have done it. When you use the work or ideas of another scholar or student, you should respect them by treating their

work fairly and accurately, and give them public credit by citing them openly. Always err on the side of giving too much credit to others than too little. In formal essays, I prefer citations in footnotes using the form known as the Chicago humanities style; see the quick guide at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

The University cares about academic honesty as well, because it has to maintain a standard of fairness and equity. Its regulations about plagiarism, cheating and impersonation found in the section on “Academic Integrity” of the General Academic Regulations in the online Academic Calendar, and Catalog and the Faculty of Arts regulation (online at [http://umanitoba.ca/faculties/arts/student\\_resources/student\\_responsibilities.html](http://umanitoba.ca/faculties/arts/student_resources/student_responsibilities.html)) which reads:

*The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for Disciplinary Action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.*

*The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.*

**Marking:** I will make every effort to return papers within a week, and you will thus have considerable feedback before the voluntary withdrawal (VW) date of 18 March 2016. I will take into account the quality and diligence of research, the creativity, strength, and coherence of thought and argument, and the correct use of grammar, usage, proofreading and citation. Since this is a course that meets the University Senate's W requirement, students must complete all essay assignments with a passing grade to pass the course. Extensions will not be granted except in highly unusual circumstances, which will usually require documentation. 4 % a day will be deducted for unexcused lateness.

A +, 90-100 %: Exceptional: Astonishingly excellent work, which demonstrates originality and a singular command of the subject.

A, 80-89 %. Truly excellent work, free from errors. A strong thesis, well organized paragraphs, and substantial evidence of close reading on single source papers or broad research in the research paper. In research papers, some awareness of the development of historiographical traditions. Excellent and error free citations, and in the research paper a large and intriguing bibliography.

B+, 75-79 %. Very good work, but with some errors.

B. 70-75 %. Good, with evidence of hard work. Certainly must have a suitable thesis. Errors in grammar and usage, and less creativity and coherence in argument and interpretation. Sporadic references to the literature.

C+, 65-69 %. Satisfactory, but little coherence in argument and poor writing, and in the research paper, little evidence of creativity and diligence in research.

C. 60-64 %. Poorly written, and with little evidence of being familiar with the subject about which they are writing, and little evident effort placed into finding material for research.

D. 50-59 %. Poorly organized, without a useful thesis. Many errors in editing, sloppy writing, and little sign of diligent research or close reading.

F. 0-49 %.

Other things the Faculty thinks you should know: “Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work has been made available to them.” If you do not pick up your work for four months after the end of the course, you will not only lose the incalculable benefits of my comments, but, as the Faculty puts it, the work “will become the property of the Faculty of Arts and will be subject to confidential destruction.”

### READING AND CLASS SCHEDULE

*Subject to Modification*

Textbook readings should be prepared for the week noted, and I’d recommend examining the maps and doing the map exercises noted.

All of the map exercises should be done for the days noted with a MAP.

Readings that will be discussed in class should be read for the days indicated.

*Cultures of the West*. CW: Note that pages start in the middle.

*Mapping the Cultures of the West*. MCW: Here, too, things start with map 29.

#### **WEEK I: Renaissances and Reformations**

Read: CW: Chapter 12. MCW: Examine maps 29 and 30.

W: 6 January: Introduction

F: 8 January: Mongols, Black Death, and Ottomans.

#### **WEEK II: Worlds Old and New**

Read: CW: Chapter 13. MCW: Examine maps 31, 32 and 33. Do blank map exercise on page 106-107.

M: 11 January: Printing and Humanism.

W: 13 January: Exploration and Discovery

F: 15 January: Reformation.

#### **WEEK III**

Read: CW: Chapter 14. MCW: 34, 35, 36. And 37. Do blank map exercise on pages 110-111.

M: 18 January: **DISCUSSION: Read: Luther “On the Freedom of a Christian” (Selection) and “The Twelve articles of the Swabian Peasants.”**

W: 20 January: Military Revolution and Religious War

F: 22 January: The Secrets of Nature

**WEEK IV:**

Read: CW: Chapter 15.

M: 25 January: The Seventeenth Century Crisis

W: 27 January: The Dutch Miracle

F: 29 January: Louis XIV: **Paper #1 DUE**

**WEEK V:**

Read CW: Chapter 16: MCW: Maps 38, 39, and 40.

M: 1 February: Financial Revolution

W: 3 February: Enlightenment

F: 5 February: **DISCUSSION: Read, Enlightenment Texts. Map Check #1.**

**WEEK VI:**

Read: CW: Chapter 17: MCW: 41.

M: 8 February: Reform

W: 10 February: Revolution

F: 12 February: **DISCUSSION: French Revolution Texts.**

**Louis Riel Day and Reading Week****Week VII:**

Read: CW: Chapter 18: MCW: 42 and 43. Map exercises 114-117.

M: 22 February: Napoleon and Restoration

W: 24 February: Industrial Revolution: **Article assignment due.**

F: 26 February: Social changes and industry.

**Week VIII:**

Read: CW: Chapters 19 & 20: MCW: 44, 45, 46 and 50. Map exercise, 118-119.

M: 29 February: **DISCUSSION: Industrial revolution.**

W: 2 March: Nationalism

F: 4 March: Reform

**Week IX:**

Read: CW: Chapters 21 & 22.

M: 7 March: Science and Civilization

W: 9 March: Domesticity and Public Virtues

F: 11 March: **DISCUSSION: Science, religion and domesticity.**

**Week X:**

Read: CW: Chapters 23-24. MCW: Maps 47, 48, 49, and 51. Map exercise pages 126-127.

M: 14 March: Free trade, imperialism and the great land grab

W: 16 March: The Second Industrial Revolution

F: 18 March: The First World War

**Week XI:**

Read: CW: Chapters 25-26. MCW: Maps 52, 53, 54, 55, and 56. Map exercise 128-131.

Watch:

Charlie Chaplin, *The Great Dictator*. “Complete Globe Scene”, available at <https://www.youtube.com/watch?v=YqyOfjDScjU>

“The end of Bergen Murder Camp” a British Pathé Newsreel from 1945, available at <https://www.youtube.com/watch?v=SfAGMKZG8sE>

M: 21 March: New Beginnings? **Paper 2 Due.**

W: 23 March: Alternatives to Liberalism

F: 25 March: The Second World War.

**Week XII:**

Read: CW: Chapters 27-28. MCW: Maps 57-63. Map exercise: 132-133: please write a list of country names, and with numbers indicate all the countries, as well.

Watch:

“Duck and Cover” an American Civil Defense film from 1951 available at <https://www.youtube.com/watch?v=IKqXu-5jw60>

M: 28 March: New New Beginnings?

W: 30 March: Cold War Threats and Economic Miracles.

F: 1 April: New Identities?

**Week XIII:**

Read: Chapter 29. MCW: Maps 64-70.

M: 4 April: Environment and Economies **Map check #2.**

W: 6 April: New Millennium.

F: 8 April: Review and Retrospect.