

San José State University
College of Social Sciences/ History Department
History 10B (27103) Western Civilization, Section 2, Spring 2019

Course and Contact Information

Instructor:	Ray Buyco
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Office Hours:	TTh, 3-4pm, and by appointment
Class Days/Time:	TTh 10:30-11:45am
Location:	DMH 150
GE/SJSU Studies Category	D2
Peer Connections SI Leader	William Schultz
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Course Description

From the SJSU Catalog: History and culture of Europe; social and political structures; roles of individuals and groups; relationships among ideas, institutions, society and culture; 1648 to present. GE Area: D2

From the SJSU GE Guidelines (S14-5): In this course you will be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic, and political system in which you live. This course will provide a multicultural framework, including both conflict and consensus perspectives, of the choices and options available to individuals and groups in their social, economic and political relations. The focus of the course is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic, and political issues.

Course Goals and Student Learning Objectives

GE Learning Outcomes (GELO)

GELO 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

GELO 2: Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

GELO 4: Students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems.

Course Learning Outcomes (CLO's)

In addition to the above GE Learning Outcomes, upon completion of this course, students will be able to:

CLO 1: Explain key events in Western Civilization from 1648 to the present, in terms of causes, effects, and significance. Students will learn to do this through guided discussions of the textbook and seminal primary sources.

CLO 2: Assess the legacies of Western Civilization in the modern era. Students will learn this through guided discussion, as well as group projects and individual essays requiring in-depth analysis and broad synthesis.

CLO 3: Infer and evaluate the biases of various narratives of Western Civilization since 1648. Students will learn this through guided discussion.

CLO 4: Construct their own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of their own narratives. Through homework and in-class activities, students will gain skills at identifying and evaluating appropriate evidence and using them to construct narratives.

Library Liaison

History 10B requires students to conduct scholarly research. Nyle C. Monday is the History Dept. library liaison who can assist students for this course.

Phone: (408) 808-2041 Email: nyle.Monday@sjsu.edu

Required Texts/Readings

Textbook

We will use a textbook with an online component: Hunt, Lynn *Making of the West...* V2 (Boston: Bedford St, Martin, 2019) (LL)-W/ACCESS | Edition: 6TH (Six Months Access) ISBN-9781319925581. You will access quizzes and other homework through Canvas.

Other Required Readings (Available in the Spartan Bookstore)

Miller, Andrew, *Pure*, (Europa Editions, 2012) ISBN-13: 9781609450670

Orwell, George, *The Road to Wigan Pier*, (Houghton Mifflin Harcourt, 1972) ISBN: 9780156767507

You will need access to a computer, iPad or other device and a good connection to the internet to complete the weekly homework assignments.

Course Requirements and Assignments

University's Credit Hour Requirement: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Send me a message through canvas asking for permission to record the lectures.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

1.) Midterm Exam (20% of grade):

Short Answer, Identifications and Essay Questions focusing on themes covered in lecture and discussion.

***Note on Exams:** Bring one clean green book. All green books will be brought to me at the beginning of the exam and then redistributed to the students. Do not bring more than one green book!

Preparing for the exams: 1) Before the exam, review your homework and notes from lectures and discussions; 2) Think about broader issues and connections between all of the material covered in the course.

2.) Four-to-six page-paper (20% of grade): Details will be provided well in advance of the due date.

3.) Chapter Reading, Primary Source Reading and All Assigned Online Quizzes (20% of grade). You should come to class having done all the assigned chapter reading and the quizzes by the due date.

Read the weekly assigned primary sources and take the associated quizzes by the due date. Be prepared to answer discussion questions at the end of the sources in class. The purpose of this assignment is to prepare you for discussion.

Note: You cannot make up a quiz, so be sure you complete it on time.

4.) Participation, Presentations, and Discussion Leading (10% of the grade):

We will do a variety of activities to get discussions going throughout the semester. Details will be communicated well in advance.

Take advantage of opportunities to participate. Here are excellent ways of contributing to the class: listening carefully to others, sharing your ideas, asking questions, responding to others' thoughts, participating in small group activities (including presentations).

5.) Quizzes and homework on Other Assigned Reading, *Pure & The Road to Wigan Pier* & (10%):

Bring a T&E 200 Scantron form!

You submit ten discussion "questions and observations" on canvas before each of two class sessions when we will take the quiz and discuss the book. Have either electronic or paper access to this homework in class for the discussion.

Being unprepared to discuss the book will further damage your participation and exam grades

6.) Final Exam (20% of grade):

Short Answer, Identifications and Essay Questions focusing on themes covered in lecture and discussion (not cumulative), & Cumulative Long Essay focusing on themes covered throughout the semester in lecture and discussion.

***Note on Exams:** Bring one clean green book. All green books will be brought to me at the beginning of the exam and then redistributed to the students. Do not bring more than one green book!

Preparing for the exams: 1) Before the exam, review your homework and notes from lectures and discussions; 2) Think about broader issues and connections between all of the material covered in the course.

***Note:** A valid, documented excuse, is required to make up quizzes and exams. For example, if sick, a doctor's note is required.

University policy F69-24: "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Note: Under certain circumstances, and regardless of the percentage points listed above, a student's contributions and academic curiosity (or lack thereof) may influence that student's final grade beyond the listed scope. In other words, students who do not come to class and regularly participate in discussions may find their final grade significantly reduced to reflect the full scope of class involvement. An "A" grade requires more than good test-taking and essay-writing.

Final Examination or Evaluation

Three-quarters of the final exam will not be cumulative, but there will be a reflective essay question on the exam that will fulfill the required SJSU culminating activity.

Grading Information

Determination of Grades

Grading will be A-F.

Final course grades will be assigned based on the following scale; grades below 60% will be considered failing ("F"):

A+ = 98 – 100%	B+ = 88 – 89.9%	C+ = 78 – 79.9%	D+ = 68 – 69.9%
A = 92 – 97.9%	B = 82 – 87.9%	C = 72 – 77.9%	D = 62 – 67.9%
A- = 90 – 91.9%	B- = 80 – 81.9%	C- = 70 – 71.9%	D- = 60 – 61.9%

Grade Symbols and Values:

A+: 4.0; A: 4.0; A-: 3.7; B+: 3.3; B: 3.0; B-: 2.7;
C+: 2.3; C: 2.0; C-: 1.7; D+: 1.3; D: 1.0; D-: .7; F: 0

Grades are determined by the total number of points earned out of 1000 possible course points.

The midterms and final exam are worth 250 points each (500 points total), the two book quizzes are worth 50 points each (100 points total), Presentations and Participation together are worth 100 points, and all quizzes and assignments are worth 200 points.

Grade Checks

In general, you should keep track of your own grade by checking Canvas, and/or keeping your returned assignments, noting the scores, and using the course grading breakdown listed above. If you need formal verification of your grade (for paperwork associated with a scholarship, student organization, etc.), you should e-mail me at least 24 hours ahead of time to let me know you'll be bringing grade check paperwork to class or to office hours or to make an appointment. If you ask me in class with no advance notice, I will not be able to provide a grade estimate for you. I do not discuss grades by email.

Contact Professor Buyco by email prior to the time an assignment is due if you need an extension because of illness or other reasons. You will need a documented excuse to be officially excused. Forged doctors notes are grounds for being reported to Academic

Late assignments (without official extensions) will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of documented illness or documented unforeseeable circumstances. If such circumstances arise, you should contact me immediately. Revel Assignments will not be extended except for documented illness or documented unforeseen circumstances.

Contacting Professor Buyco

Office Hours

I strongly encourage you to visit me during my office hours. You're welcome to stop by for clarification on any course materials/concepts, further discussion of course topics, guidance as you prepare for upcoming assignments, questions about feedback on previous assignments, or just to check in. Please note that I do not provide reviews of material you missed due to absences (check with your classmates for notes if you are absent).

***Canvas**

Canvas is the preferred method of electronic communication. Because you are identified automatically, the usual business (email) formalities are waved.

I request that you **post a profile photo on Canvas**—this helps me learn your name more quickly.

I will respond to your Canvas message within 48 hours.

If you use email, let me know what class and what section you are in.

Peer Connections

Peer Connections' free tutoring, mentoring, and supplemental instruction is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. In addition, Peer Connections supplemental instruction (SI) leaders assist professors in select courses by running study groups and review sessions. Peer Connections also has a study space, desktop computers, and success workshops on a wide variety of topics. For more information on services,

hours, locations, or a list of current workshops, please visit Peer Connections' website at <http://peerconnections.sjsu.edu> for more information.

Classroom Protocol

Since this is a small class in a large lecture hall, I request that all students sit in the front third of the classroom.

You are expected to arrive to class on time. Cell phones must be on silent and must be put away for the duration of the class! Tablets and computers are allowed only for taking lecture or discussion notes. Close all applications except the one that allows note taking.

Please refrain from talking when I begin to lecture. During discussion, discuss only the in-class assignment at hand. I reserve the right to penalize repeat offenders by lowering the offender's grade.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

Course Schedule

The schedule is subject to change with fair notice via email and in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/24	Introduction
2	M 1/28	I. The Age of Absolutism (1650-1720) Reading & Quizzes: Hunt: Ch. 16, Document 16.3: Thomas Hobbes, Leviathan (1651); Document 16.4: John Locke, The Second Treatise of Government (1690)
	T 1/29	Lecture/Discussion: Absolutism in France and Eastern Europe
	Th 1/31	Lecture: The English Enlightenment: Hobbs vs. Locke. The Glorious Revolution
3	M 2/4	II. The Atlantic System and its Consequences Reading & Quizzes: Hunt: Chapter 17, Document 17.1: Olaudah Equiano, <i>The Interesting Narrative of the Life of Olaudah Equiano</i> , Document 17.5: Voltaire, <i>Letters concerning the English Nation (1733)</i> Document 17.6: Mary Astell, Reflections upon Marriage (1706)
	T 2/5	Lecture/Discussion: Slavery and The Atlantic System
	Th 2/7	Lecture/Discussion: The Rise of the Middle Classes

Week	Date	Topics, Readings, Assignments, Deadlines
4	M 2/11	III. The Promise of Enlightenment Reading & Quizzes: Hunt: Chapter 18, Doc 18.1: Jean-Jacques Rousseau, Discourse on Origin and Foundations of Inequality among Men (1753); Document 18.4: Adam Smith, An Inquiry into the Nature and Causes of the Wealth of Nations (1776); Document 18.5: Frederick II, Political Testament (1752); Sources in Conversation: Racism and the Enlightenment
	T 2/12	Lecture/Discussion: The Philosophes
	Th 2/14	Lecture/Discussion: The Old Regime & Rising Expectations
5	M 2/18	IV. Revolutionary Europe 1789-1815 Reading & Quizzes/Discussion: Hunt: Chapter 19; Document 19.1: Abbé Sieyès, What Is the Third Estate? (1789); Document 19.3: National Assembly, The Declaration of the Rights of Man and of the Citizen (1789); Document 19.5: Maximilien Robespierre, Report on the Principles of Political Morality (1794)
	T 2/19	Lecture/Discussion: The Aristocratic Revolution & The Third Estate, the National Assembly & Constitutional Monarchy; The Republic
	Th 2/21	Lecture/Discussion: The Terror, The Republic of Virtue; The Directory
6	M 2/25	Reading & Quizzes: Hunt, Chapter 20; Document 20.2: Napoleon Bonaparte, The Civil Code (1804), Document 20.3: Prince Klemens von Metternich, Results of the Congress at Laybach (1821)
	T 2/26	Lecture/Discussion: Napoleon
	Th 2/28	Lecture/Discussion: The Revolutionary Legacy & The Congress of Vienna
7	M 3/4	V. Industrialization and Social Ferment Reading & Quizzes: Hunt: Chapter 21, Document 21.1: Factory Rules in Berlin (1844); Document 21.2: Sarah Stickney Ellis, Characteristics of the Women of England (1839); Document 21.4: Friedrich Engels, Draft of a Communist Confession of Faith (1847)
	T 3/5	Quiz/Discussion: <i>Pure</i> Due: Ten Discussion Questions and/or Observations
	Th 3/7	Lecture/Discussion: The Industrial Revolution
8	T 3/12	Lecture/Discussion: Revolution and Reform in the Mid-Nineteenth Century: Karl Marx
	Th 3/14	MIDTERM

Week	Date	Topics, Readings, Assignments, Deadlines
9	M 3/18	VI. Politics and Culture of the Nation State Reading & Quizzes: Hunt: Chapter 22; Document 22.1: Peter Kropótkin, <i>Memoirs of a Revolutionist</i> (1861); Document 22.2: Camillo di Cavour, Letter to King Victor Emmanuel (July 24, 1858); Document 22.3: Rudolf von Ihering, <i>Two Letters</i> (1866); Document 22.4: Herbert Spencer, <i>Progress: Its Law and Cause</i> (1857); Sources in Conversation: <i>The Science of Man</i>
	T 3/19	Lecture/Discussion: Unification of Italy and Germany
	Th 3/21	Lecture/Discussion: Growth of State Intervention in France and Russia
10	M 3/25	VII. Empire, Industry and Everyday Life Reading & Quizzes: Hunt: Chapter 23; Document 23.1: Jules Ferry, Speech before the French National Assembly (1883); Document 23.3: Ndansi Kumalo, <i>His Story</i> (1890s); Document 23.4: Ernest Edwin Williams, <i>Made in Germany</i> (1896); Document 23.5: Margaret Bondfield, <i>A Life's Work</i> (1948) Read: Research Paper Prompt
	T 3/26	Lecture/Discussion: The New Imperialism
	Th 3/28	Lecture/Discussion: Industry & Empire
11	T 4/2- Th 4/4	Spring Break
12	M 4/8	VIII. Modernity and the Road to War Reading & Quizzes: Hunt: Chapter 24; Document 24.2: Sigmund Freud, <i>The Interpretation of Dreams</i> (1900); Document 24.3: Émile Zola, "J'accuse!" (January 13, 1898); Document 24.4: Emmeline Pankhurst, <i>Speech from the Dock</i> (1908); Sources in Conversation: <i>Imperialism and Anti-Imperialism</i>
	T 4/9	Due/Discussion: Research Question for 4-6 page paper (Canvas) Lecture: Society and Politics at the Fin de Siècle: The Road to War
	Th 4/11	Lecture/Discussion: World War I
13	M 4/15	IX. WWI and its Aftermath 1914-1929 Reading & Quizzes: Hunt: Chapter 25; Document 25.1: Fritz Franke and Siegfried Sassoon, <i>Two Soldiers' Views</i> (1914-1918); Document 25.2: L. Doriat, <i>Women on the Home Front</i> (1917); Sources in Conversation: <i>Revolutionary Marxism Defended</i>
	T 4/16	Lecture/Discussion: WWI/The Russian Revolution to Stalinism
	Th 4/18	Quiz/Discussion: <i>The Road to Wigan Pier</i> Due: Ten Discussion Questions and/or Observations

Week	Date	Topics, Readings, Assignments, Deadlines
14	M 4/22	X. The Great Depression and WWII Reading & Quizzes: Hunt: Document 25.4: Benito Mussolini, The Doctrine of Fascism (1932); Document 25.5: Adolf Hitler, Mein Kampf (1925); Chapter 26; Document 26.2: Joseph Goebbels, Nazi Propaganda Pamphlet (1930)
	T 4/23	Lecture/Discussion: Fascism in Italy
	Th 4/25	Lecture/Discussion: The Weimar Republic, the Rise of Hitler in Germany
15	M 4/29	Reading & Quizzes: Hunt: Document 26.1: Antonina Solovieva, Sent by the Komsomol (1930s); Sources in Conversation: The Spanish Civil War Document 26.5: Sam Bankhalter and Hinda Kibort, Memories of the Holocaust (1938-1945); Chapter 27
	T 4/30	Lecture/Discussion: World War II
	Th 5/2	Lecture/Discussion: World War II, The Holocaust
16	M 5/6	XI. The Cold War and the Remaking of Europe Reading & Quizzes: Hunt: Document 27.1: The Formation of the Communist Information Bureau (Cominform) (1947); Document 27.2: National Security Council, Paper Number 68 (1950); Document 27.3: Ho Chi Minh, Declaration of Independence of the Republic of Vietnam (1945); Document 27.4: Frantz Fanon, The Wretched of the Earth (1961); Chapter 28, 29
	T 5/7	Lecture/Discussion: The Cold War
	Th 5/9	Due: 4-6 page Paper Lecture/Discussion: Decolonization
17	Th 5/16 9:45am	Final Exam