San José State University  
College of Social Sciences/History Department  
History 10B/Western Civilization/Section 1/Spring, 2020

Course and Contact Information

Instructor(s): Dr. Mary Lynn Wilson  
Office Location: Dudley Moorhead Hall 237B  
Telephone: (408) 924-5509  
Email: Mary.wilson@sjsu.edu  
Office Hours: Mondays, Tuesdays, Wednesdays, Thursdays 9:15-10:00  
Class Days/Time: Tuesdays and Thursdays 12:00-1:15  
Classroom: Dudley Moorhead Hall 354  
GE/SJSU Studies Category: D2  
Classes This Semester:  
- History 15—MW 10:30-11:45—DMH 150  
- History 100W—MW 12:00-1:15—DMH 354  
- History 20A—TTh 10:30-11:45—DMH 354  
- History 10B—TTh 12:00-1:15—DMH 354

Course Description

History and culture of Europe; social and political structures; roles of individuals and groups; relationships among ideas, institutions, society, and culture; from 1648 to Present. GE Area: D2

Course Format

- In-person and lecture format.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/firstname.lastname and/or on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates. For help with Canvas, visit the following link: http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)
Course Goals

CG 1: Social Science courses should increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments.

GE Learning Outcomes (GELO)

Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation. Upon completion of this course, students will be able to:

GELO 1: place contemporary developments in cultural, historical, environmental, and spatial contexts; (The student will accomplish this learning outcome by completing the following assignments: quizzes, exams, and group virtual reality projects.)

GELO 2: 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; (The student will accomplish this learning outcome by completing the following assignments: quizzes, exams, the individual paper, the group primary source project, and group virtual reality projects.)

GELO 3: evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues; (The student will accomplish this learning outcome by completing the following assignments: quizzes, exams, the individual paper, the group primary source project, and group virtual reality projects.)

GELO 4: students will be able to compare and contrast two or more ethnic groups, cultures, regions, nations, or social systems. (The student will accomplish this learning outcome by completing the following assignments: quizzes, exams, the group primary source project, and group virtual reality projects.)

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

CLO 1: write at least 1500 words in language and style appropriate to the discipline; (The student will accomplish this learning outcome by completing the following assignments: individual paper, papers for group virtual reality projects, and group primary source project.)

CLO 2: organize, develop, and write all parts of an argumentative essay including thesis statement, outline, and final draft; (The student will accomplish this learning outcome by completing the following assignments: the individual paper thesis, bibliography, the individual paper outline, and the individual paper final draft.)

CLO 3: read and interpret primary sources; (The student will accomplish this learning outcome by completing the following assignments: the group virtual reality projects, the group primary source project, and the individual paper.)
CLO 4: work in groups to complete oral and written assignments; 
(The student will accomplish this learning outcome by completing the following assignments: the group primary source project and the group virtual reality projects.)

CLO 5: identify all countries of Europe and the Middle East on a map. 
(The student will accomplish this learning outcome by completing the following assignments: the exams.)

**Required Texts/Readings**

**Textbook**


All books can be purchased at the SJSU Bookstore at Amazon or Barnes & Noble.

**Other Readings**

All required and recommended readings other than the textbooks listed above are available on the course Canvas learning management system.

You will need a good **dictionary** and **thesaurus** that you can use and bring to class on days that we are peer reviewing. These resources can be hard copies or soft copies accessible online.

**Other Technology Requirements**

Google Cardboard Virtual Reality Glasses or any other brand or type—some will be provided in class

Google Cardboard App

Google Expedition App

**Library Liaison**

Our library contact is Nyle Monday, Phone 408-808-2041 and Email Nyle.Monday@sjsu.edu

**Course Requirements and Assignments**

“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 three hours per unit per week) for instruction,
preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Quizzes:**
Pop quizzes can be given randomly by the instructor at any time during the class period. The quizzes will be short answer and reflect assigned readings and lectures. The student must be present to take a quiz. Make-up quizzes will not be given unless the student has a doctor’s note, a letter from a SJSU coach specifying an away game on the day of the quiz, a letter from an ROTC officer specifying military duty on the day of the quiz, or proof of jury duty on the day of the quiz.
Fulfills Goals/Outcomes: GELO 1, GELO 2, GELO 3 and GELO 4.

**Primary Source Group Project:**
This is a group project. The class will be divided into 5 groups of approximately 5 students each. This is an oral and written project. Each group will choose a chapter from *Sources for Cultures of the West*. Each group will choose 2 sources from the appropriate chapter in *Sources for Cultures of the West*. The sources selected should be the sources that best represent the time period and main ideas in the chapter.

**Format and Content:**
**Written Paper:** This assignment must have one-inch margins all around and be in 12-point Times New Roman font. This assignment should be double spaced on 81/2 by 11 paper. The students should give a short summary of the main ideas of the chapter and explain why they chose these sources and not the others for the chapter. How do these sources epitomize this time period and the main ideas of the chapter? Why are they better than the other sources in the chapter? The students need to clearly explain their reasoning. The students should also answer the questions associated with these sources in *Sources for Cultures of the West*.

**Oral Presentation:**
The students will give a 10-minute oral presentation to the class about their chapter and sources. They should stand at the front of the room and present their findings. All students in the group should speak. The group should summarize the chapter, summarize all the sources in the chapter, and explain why they chose the two sources that they chose and not the other sources in the chapter.

**Critique:**
The group will critique the group that came before it. The first group to present will critique the last group. The group will have read the chapter and have chosen 2 sources that best represent the chapter they are critiquing. The group will say if they agree or disagree with the presenting group’s sources and why. If they disagree, the group needs to present their own choses and why they are better. If the group agrees with the presenting group’s sources, the group needs to articulate why they agree and why they did not choose the other sources in the chapter. This should take no more than 5 minutes.

**Grading:** The oral, written, and critique portions of the project are graded separately and are graded on the completeness of the answers, understanding of the primary sources, and critical thinking skills. The group needs to show a deep understanding of the time period and the chosen sources. The written portion will also be graded on grammar, clarity, and the ability to write in university-level English. After the assignment has been submitted, the group should decide as individuals how the points should be distributed among the members of the group. If some students contribute more, they should receive more points. If some students contribute less, they should receive less points.
Fulfills Goals/Outcomes: GELO 2, GELO 3, GELO 4, CLO 1, CLO 3, and CLO 4.
Paper:
Each student will write a 5-7-page paper. This paper is worth 100 points. In addition to the final paper, this assignment includes a bibliography worth 25 points, thesis statement worth 25 points, and an outline worth 50 points. **All written assignments are due within the first 15 minutes of class.** After the first 15 minutes of class, the paper assignments will be considered late. Each student will choose a culture and/or time period covered in *Cultures of the West, Vol. 2*. The student should read the corresponding chapter in *Cultures of the West, Vol 2*. Then the student should read the corresponding chapter in *Sources for Cultures of the West*. In the source book, the student should choose a large primary source like Mary Wollstonecraft’s *The Vindication of the Rights of Women*, Charles Darwin’s *The Descent of Man*, or Sigmund Freud’s *Civilization and Its Discontents*. In other words, the student will not just read 5 pages of Darwin in the source book. The student will read the whole book by Darwin. The student should check his/her choice out of the library and read it. The student will then write a paper arguing the top three values or the top three fears of the chosen culture or time period.

Bibliography Assignment
The student will submit a bibliography with the one primary source that the student has decided to use for the individual paper. This bibliography can by in MLA, APA, or CMS. It must include the author, any translator, the title, publisher, place of publication, and year of publication. The purpose of this assignment is to double check that the student is reading a primary source and understands the individual paper assignment. Fulfills Goals/Outcomes: CLO 2 and CLO 3.

Thesis Assignment
Format: This assignment must have one-inch margins all around and be in 12-point, Times New Roman font. This assignment should be double spaced on 8½ inch by 11 inch paper.

Content: Write in one sentence the tentative thesis for your Paper. Write your tentative thesis in bold. Then write a little over ½ a page either what you think you will be writing about in your paper or why you chose this thesis. You should write in complete sentences and use university-level spelling, grammar, and punctuation. This assignment should be at least a half page in length.

Purpose: The purpose of this assignment is to check that you are planning an analytical paper and to help you to refocus your paper if needed.

Grading: This assignment is graded on the appropriateness of the thesis and the use of university-level English.

Fulfills Goals/Outcomes: CLO 2 and CLO 3.

Outline Assignment
Format: This assignment must have one-inch margins all around and be in 12-point, Times New Roman font. This assignment should be double spaced on 8½ inch by 11 inch paper. The assignment should be approximately 3 to 4 pages long.

Content: Write an extensive outline for your Paper. You should include the thesis statement at the top of the first page. Each body paragraph should be outlined with a topic sentence and bullets points stating the cited evidence to support the topic sentence. After the evidence, the student you bullet point the analysis that ties the evidence to the topic sentence and the thesis. This is not a draft. Do not write in complete paragraphs or sentences. Proofread the outline at least once before you submit it for a grade.
Purpose: The purpose of this assignment is to provide feedback to the author on the organization, focus, and mechanics of the paper.

Grading: The outline is graded on the completeness of the outline including an arguable thesis, if the topic sentence supports the thesis, if the evidence supports the topic sentence, and if the analysis explains and/or interprets the evidence to show how the evidence supports the topic sentence and the thesis. The outline should be in university-level English.

Fulfills Goals/Outcomes: CLO 2 and CLO 3

Final Draft of Paper
Format and Content: This assignment must have one-inch margins all around and be in 12-point Times New Roman font. The assignment should be on 8 1/2 x 11 inch paper. The Paper should be at least 5 pages of text long. The instructions for the focus and source of this paper are given above under Paper: The introduction should be no more than one-half of a page long with the thesis being the last sentence of the introduction. Each body paragraph should have a topic sentence as the first sentence. The evidence and analysis in each paragraph should support the topic sentence of that paragraph. The last paragraph of the paper should be no more than half a page long and summarize the content of the paper.

Purpose: This assignment shows that the student can interpret and analyze a primary sources that has alternative interpretations of historical events. This assignment also shows that the student can write in university-level English.

Grading: The paper will be graded on the criteria posted on our course’s Canvas page.

Fulfills Goals/Standards: GELO 2, GELO 3, GELO 4, CLO 1, CLO 3, CLO 4.

Virtual Reality Group Projects:
There will be two group virtual reality projects. These are hands-on and written projects. The class will be divided into groups of approximately 5 students each. Twice during the semester. Toward the beginning of the semester, we will have a Virtual Reality experience with slavery. Toward the end of the semester, we will have a Virtual Reality experience with the Holocaust. The group will write a response paper to questions discussed in class.

Format: The papers should be typed in 12-point font and double spaced. Each question should be stated and the students’ answer should follow. The papers should be approximately 1-2 pages long.

Content: The group should answer the questions completely and show that they not only viewed the virtual reality, but they used critical thinking skills.

Graded: These assignments are graded on completeness, critical thinking, and the ability to write in university-level English.

Fulfills Goals/Standards: GELO 1, GELO 2, GELO 3, GELO 4, CLO 1, CLO 3, and CLO 4.

Exams:
Content:
The two exams consist of essay questions and map identification. The essay questions are based on the reading in *Cultures of the West* and the lectures in the class. The map will be announced in class at least two weeks before the exams. At least two weeks before the exam, 15-25 possible essay questions will be posted on the course’s Canvas page. This is the pool of questions that might appear on the exam. There will be at least 4 different exams in the room during the day of the exam. Students will be randomly given one of the exams, so that the person in front, behind, and on the sides of each student has a different exam.

Notes for the Exam:
Students are allowed both sides of a hand-written 81/2 x 11 inch piece of paper to use as notes for each exam. These notes must be submitted with the exam. The student will not be allowed to keep these notes. These notes must be hand written and not typed or copied. Points will be deducted for typed or copied notes. The study questions will be available on Canvas at least two weeks before each exam.

Day of the Exam:
Each student is allowed to have on his/her desk the following: one page of hand-written notes, a pencil or pen, an eraser, and a drink. No bathroom breaks will be allowed during the exam. Please go to the bathroom before you arrive for the exam. If you go to the bathroom during the exam, you need to turn in your exam and not write on it any more. The student is not allowed any books, papers, backpacks, electronic equipment, or earphones/buds during the exam. These items must be either under the student’s seat or against the wall in the front of the room.

After the Test:
The exams will not be returned to the students after grading. All students are allowed to visit and view their exam in my office. No photos may be taken of the exams.

Grading:
The essay exam questions will be graded on the student’s ability to analyze and synthesize information from the lectures and the textbook. The exams will be graded on the following criteria. An ‘A’ answer will not only give the factual information but also be able to discuss the implications of the facts presented. A ‘B’ answer will be able to express all facts needed to answer the question but will not make a satisfactory attempt to discuss the implications. A ‘C’ answer will explain the majority of the facts but will leave out one or two ideas. A ‘D’ answer will explain a few facts but leave out key, important ideas. A ‘F’ answer will miss the point of the question or only have a minimal understanding of the facts involved.

Fulfills Goals/Outcomes: GELO 1, GELO 2, GELO 3, GELO 4, and CLO 5.

**Final Examination or Evaluation**
The final exam will be Exam 2 of the two exams in the class, which are discussed above. The final exam will be given on our final exam day in our classroom.

**Grading Information**

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<td>A</td>
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<td>Midterm</td>
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<tr>
<td>Final</td>
<td>22.5%</td>
<td>225</td>
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<td>Group Primary Source Project</td>
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<td>75</td>
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<td>Written Assignment—25 points</td>
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<td>Oral Assignment—25 points</td>
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<td>Critique Assignment—25 points</td>
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<td>Virtual Reality Group Projects</td>
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<td>Project 2—40 points</td>
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<td>Individual Paper</td>
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<td>Extensive Outline—50 Points</td>
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<tr>
<td>Total</td>
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Possible Extra Credit:
Students may earn up to 20 points extra credit. They can earn 5 points each for completing the following SJSU Library Tutorials: Plagiarism, Paraphrasing, Finding Scholarly Sources, and Assignment Calendar. The student needs to submit proof of completion of each tutorial no later than one week after the midterm.

Submission of Papers:
All final drafts of papers must be submitted in a hard copy to the professor and an electronic copy on Canvas. Failure to submit both a hard and an electronic copy will result in a zero for the paper.

Late Assignments:
Assignments should be submitted in class in person and on time. Assignments are due when class starts. Any assignments submitted later than 15 minutes after class starts will be considered late. For every 24 hours an assignment is late, 10% of the grade will be deducted. After 7 days, the assignment will no longer be accepted. If, for some reason, a student is unable to attend class, the student should email the assignment to a fellow student and have that student print and submit the assignment.

Grading Assignments:
Since all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determinations of their course scores, I will make
every attempt to get assignments back within two or three weeks. If the grading will take longer than that, I will let the students know in class why the grading is taking longer than anticipated and when I anticipate the work to be graded.

Classroom Protocol

Below are hints for Academic Success:

1. **Attend Every Class**—Making school your priority will help ensure your success. Every time that you miss class, you not only miss important content, but you also waste your money.

2. **Learn from Your Mistakes and the Mistakes of Others**—If your papers are marked with the same continual mistake, take the initiative and find out what you are doing wrong and learn how you can fix it. Your instructor is always happy to help students who want to learn and improve. One day when the class has student presentations, pay attention and learn from other students’ strong points and mistakes. This way, you will know what works and what doesn’t work in different communication environments.

3. **Be Courteous to Other Students During Their Presentations**—You want people to listen to you when you speak. You need to listen to others when they speak. Do not read the newspaper, our textbook other textbooks, or anything else during presentations. Do not play with your smart watch, phone, tablet, or laptop. You should sit still and look interested and focused. Pretend that you are at work and your boss is speaking. How would you act in that situation?

4. **Come to Class Prepared**—Do the reading assignments listed in the syllabus for the week they are assigned. If you have read the chapter before class, the lecture will make more sense and you will be able to ask informed questions. Most people learn best if they read information, then they hear the information, and then they do something, like take notes, with the information. Do yourself a favor and read the assigned reading.

5. **Submit your Assignments on Time**—A good way to get fired from a job is to not have important reports done well by the deadline. Think of this class as a work situation. The more work that you submit late or not at all, the more likely you are not to pass the class.

6. **Don’t Suffer Silently**—If you are having problems with an assignment, a reading assignment, a presentation, or another student, please discuss this with the instructor as soon as possible. Don’t wait until the last few weeks of class to voice a concern. Problems that are solved early in the semester will alleviate stress later in the semester.

7. **Be in the Moment**—Please turn off your phones, tablets, laptops, and any other technology that might distract you from learning. These devices should only be used for academic purposes in class such as note taking, checking course materials when needed, or checking your electronic textbooks. You should not talk, listen, email, text, or browse on your technology in class. Be present, so you can learn.
University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

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**History 10B / Western Civilization from 1648**

**Spring 2020, Course Schedule**

The following schedule is subject to change with fair notice. Students will be notified in class, by SJSU email, and under Canvas announcements of any changes.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | Thur 1/23 | Lecture: Introduction to Class and Worlds Old and New  
Reading: *Cultures of the West*, Chapter 13  
*Sources for the Cultures of the West*, Chapter 13 |
| 2    | Tues 1/28 | Lecture: Worlds Old and New |
| 2    | Thur 1/30 | Lecture: Worlds Old and New/Wars of All Against All  
Reading: *Cultures of the West*, Chapter 14  
*Sources for the Cultures of the West*, Chapter 14 |
| 3    | Tues 2/4 | Lecture: Wars of All Against All |
| 3    | Thur 2/6 | Lecture: Wars of All Against All/From Westphalia to Paris  
Reading: *Cultures of the West*, Chapter 15  
*Sources for the Cultures of the West*, Chapter 15 |
| 4    | Tues 2/11 | Lecture: From Westphalia to Paris  |
| 4    | Thur 2/13 | Lecture: From Westphalia to Paris/The Enlightened  
Reading: *Cultures of the West*, Chapter 16  
*Sources for the Cultures of the West*, Chapter 16 |
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<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<td><strong>Bibliography Due—Thursday, Feb. 13</strong></td>
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<tr>
<td>5</td>
<td>Tues 2/18</td>
<td>Lecture: The Enlightened</td>
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| 5    | Thur 2/20 | Lecture: The Enlightened/The French Revolution and the Napoleonic Empire  
Reading: *Cultures of the West*, Chapter 17  
*Sources for the Cultures of the West*, Chapter 17 |
| 6    | Tues 2/25 | Lecture: The French Revolution and the Napoleonic Empire  
**Tentative VR Day** |
| 6    | Thur 2/27 | Lecture: The French Revolution and the Napoleonic Empire/Industrialization  
Reading: *Cultures of the West*, Chapter 18  
*Sources for the Cultures of the West*, Chapter 18 |
| 7    | Tues 3/3  | Lecture: Industrialization and Its Discontents  
**Thesis Due—Tuesday, March 3** |
| 7    | Thur 3/5  | Lecture: Industrialization/The Birth of Modern Politics  
Reading: *Cultures of the West*, Chapter 19  
*Sources for the Cultures of the West*, Chapter 19 |
| 8    | Tues 3/10 | Lecture: The Birth of Modern Politics  
**VR Paper 1 Due—Tuesday, March 10** |
| 8    | Thur 3/12 | Midterm—Thursday, March 12  
Reading: *Cultures of the West*, Chapter 20  
*Sources for the Cultures of the West*, Chapter 20 |
| 9    | Tues 3/17 | Lecture: Nationalism and Identity        |
| 9    | Thur 3/19 | Lecture: Nationalism and Identity/The Modern Woman  
Reading: *Cultures of the West*, Chapters 21 and 22  
*Sources for the Cultures of the West*, Chapters 21 and 22 |
| 10   | Tues 3/24 | Lecture: The Modern Woman/The Challenge of Secularism |
| 10   | Thur 3/26 | Lecture: The Challenge of Secularism/The Great Land Grab  
Reading: *Cultures of the West*, Chapter 23  
*Sources for the Cultures of the West*, Chapter 23 |
|      |        | **SPRING BREAK**                          |
| 11   | Tues 4/7  | Lecture: The Great Land Grab              |
| 11   | Thur     | Lecture: The Great Land Grab/The World at War (Part 1)  
**Extensive Outline Due—Tuesday, April 7** |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 12   | Tues 4/9 | Reading: *Cultures of the West*, Chapters 24 and 25  
                  *Sources for the Cultures of the West*, Chapters 24 and 25 |
| 12   | Thur 4/16 | Lecture: The World at War (Part 1)  
                  Reading: *Cultures of the West*, Chapter 26  
                  *Sources for the Cultures of the West*, Chapter 26 |
| 13   | Tues 4/21 | Lecture: The World at War (Part 2)  
                  Lecture: The World at War (Part 1 & Part 2)  
                  Reading: *Cultures of the West*, Chapter 26  
                  *Sources for the Cultures of the West*, Chapter 26 |
| 13   | Thur 4/23 | Lecture: The World at War (Part 2)/The Postwar World  
                  Reading: *Cultures of the West*, Chapter 27  
                  *Sources for the Cultures of the West*, Chapter 27 |
| 14   | Tues 4/28 | Lecture: The Postwar World  
                  Tentative VR Day  
                  Lecture: The Postwar World/Something to Believe In  
                  Reading: *Cultures of the West*, Chapters 28 and 29  
                  *Sources for the Cultures of the West*, Chapters 28 and 29 |
| 15   | Tues 5/5  | Lecture: The Postwar World/Something to Believe In  
                  Group Primary Source Project Due—Oral Presentations and Critiques in Class  
                  VR Group Project 2 Due  
                  Individual Paper Due |
|      | Thur 5/7  | Final Exam  
                  Venue and Time  
                  Final is Wednesday, May 13 at 9:45-Noon, In Our Classroom |