SYLLABUS

EUH 1001: Western Civilization II
Section 009, Reference No. 20869
Thursday 6:00-7:00 p.m., Cable Ch 22
Fall Semester, 2002; 3 Credit Hours
Tallahassee Community College
Web address: http://faculty.tallahassee.cc.fl.us/hss/baglionef/index.htm

Dr. Frank M. Baglione
Office: HSS-207; Tel: 201-8149
Email: Baglionef@tcc.fl.edu
Office Hrs: MW 2:15-3:15; T&TR 1:00-2:00

Orientation Meeting: Wednesday, September 11, 2002, Rm. HSS 257, 5:30 p.m.
(Attendance is not required; Orientation lasts for about 30 minutes)

Course Catalogue Description:

EUH 1001 Western Civilization II (3) F, Sp, Sm. Prerequisite: Satisfactory completion of College Preparatory English (ENC 0200) and College Preparatory Reading (REA 0001) or appropriate placement scores. The course is a general survey of the history of Western Civilization which examines the political, economic, intellectual, and social aspects that have contributed to the development of our society. The course covers the period from 1715 to the present, and it cannot be used to satisfy degree requirements by students who have a “C” or better in WOH 1022. Lecture: 3 hours per week. Written work (1,000 words minimum) is required in the course.

Course Textbook (Available in College Bookstore) and Materials:


Considerations When Taking A Televised Course

This course is a survey of the political, economic, social, and intellectual development of Western societies and institutions from their origins in the ancient world to the age of the Reformation. It is being presented through a series of televised lectures and textbook readings. There are no formal classroom lectures to attend.

Because it is a televised course, students must be disciplined and conscientious in viewing the televised lectures, reading assigned chapters in the textbook, and completing examinations. Students who begin falling behind in terms of these responsibilities will find it extremely difficult to catch up. Indeed, because assignments must be completed on time, failure to be disciplined and conscientious in completing
course work may limit the student’s chances for success.

The best way to begin is to make early contact with the instructor for the purpose of discussing the course, assignments, and the instructor's expectations. For this purpose, an orientation meeting has been scheduled (see above). If a visit to campus is not possible, telephone the instructor. Thereafter, make contact any time you need additional information. Communication with the instructor is important at the beginning of the course and any time your performance on a graded assignment is below a C.

As in any course, the learning that occurs is largely in your hands. The materials for that learning are in the televised lectures and textbook, and guidance is available from the instructor. But in a course that is not in the traditional classroom lecture format, the student must take the initiative in making use of the resources provided.

---

**Course Outline, Required Readings, and Examination Dates:**

Programs are televised on Thursday from 6:00 to 7:00 p.m., on cable channel 22. Programs begin on January 10, 2002. Check TV listings for additional showings.

---

**Unit I**

<table>
<thead>
<tr>
<th>Television Lesson</th>
<th>Textbook Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. The Reformation</td>
<td>11. The Age of Reformation</td>
</tr>
<tr>
<td>28. Rise of the Middle Class</td>
<td></td>
</tr>
<tr>
<td>29. The Wars of Religion</td>
<td>12. The Age of Religious Wars</td>
</tr>
<tr>
<td>31. The Age of Absolutism</td>
<td>13. Constitutionalism and Absolutism</td>
</tr>
<tr>
<td>33. Enlightened Despots</td>
<td>17. Empire, War, Colonial Rebellion</td>
</tr>
<tr>
<td>34. The Enlightenment</td>
<td>18. Age of Enlightenment</td>
</tr>
<tr>
<td>35. Enlightenment &amp; Society</td>
<td>16. Society and Economy of 18th Century</td>
</tr>
<tr>
<td>36. The Modern Philosophers</td>
<td></td>
</tr>
<tr>
<td>37. The American Revolution</td>
<td>17. Empire, War, Colonial Rebellion</td>
</tr>
<tr>
<td>38. The American Republic</td>
<td></td>
</tr>
<tr>
<td>40. The French Revolution</td>
<td>20. Age of Napoleon &amp; Romanticism</td>
</tr>
</tbody>
</table>

---

**MID-TERM EXAM -- Due in HSS 207 by 5:30 p.m. on Thurs., Oct. 17, 2002**
Examinations:

There will be a mid-term examination and a final examination in this course. Both are essay examinations. The mid-term examination will cover televised lectures 27-40 and textbook chapters 11-20, as assigned. The final examination will cover televised lectures 41-52 and textbook chapters 16, 20-31, as assigned.

Each exam will require students to answer two questions. Questions for each exam will be based in whole or in part on questions listed in the Review Questions section at the end of each chapter in the textbook. Students must answer two questions for the mid-term and two questions for the final exam. Question for each examination are listed on the Take-Home Examination pages at the end of this syllabus.

Students must type their exam answer on 8.5x11” white paper (black ink, double-spaced with one-inch margins, 12pt typeface size), or write their exam answer in an examination booklet (a blue book, in black or blue ball point pen ink only). Booklets are available for purchase in the College Bookstore. Presentation of work is very
important. Essays should meet the above requirements and be well organized and neat (no ripped or stained pages, handwriting must be legible). Work that does not meet these standards will be returned as “incomplete.”

Students must hand in their exams on the date and by the time listed in the Course Outline, above. If the exam is being mailed, it must arrive by the due date. Exams may be submitted by email attachment. Late exams, including work returned to the student as “incomplete,” will be assessed a ten point penalty.

Course Grading:

Work by students on the examinations will determine final grades in the course. The mid-term and final exams will each count for 50% of the course grade.

Work will be graded on a 100 scale as follows:
90-99 = A, 80-89 = B, 70-79 = C, 60-69 = D, 0-59 = F

Performance is graded on the basis of the student’s demonstrated knowledge (recall material), comprehension (interpret and explain material), analysis (compare and contrast material), and synthesis (integrate material). Students must demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze events in terms of causation.

Students are expected to view all televised lectures in the series, keep up with readings, and complete all assignments on time. The instructor encourages questions from students and is available during office hours and by appointment for discussions with students about the course and their general education.

Grade Distribution for all history course taught by this instructor from 1991-2001:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>245</td>
</tr>
<tr>
<td>B</td>
<td>476</td>
</tr>
<tr>
<td>C</td>
<td>918</td>
</tr>
<tr>
<td>D</td>
<td>432</td>
</tr>
<tr>
<td>F</td>
<td>331</td>
</tr>
<tr>
<td>Total</td>
<td>2402</td>
</tr>
</tbody>
</table>

Withdrawals: 595 of 3000 = 19.8%

Attendance and Withdrawal:

The televised lectures are an essential part of this course. Lectures introduce material not covered in the course readings, analyze and synthesize material, offer interpretations of events and periods, expand upon ideas, and contribute to the student’s understanding of the course material.

There are no formal attendance requirements in a televised course. Therefore, Administrative Withdrawal by the instructor will not be used in this course.
Students wishing to withdraw from the course must do so themselves. Please see the college catalogue and the schedule of classes for information on the procedure and deadline for withdrawing from courses.

**Academic Alert.** Students are allowed three attempts per course. On the third attempt students will be charged the full cost of instruction (out of state rates) and are not allowed to withdraw (the grade earned will be the official grade for the course).

---

**Studying Western Civilization:**

Western Civilization is the dominant world civilization today. Created under influences from the first civilizations in the Near East and rooted in the ancient civilizations of Greece and Rome, Western Civilization developed fully in Europe and was then carried to the rest of the world.

Western Civilization has made unique contributions to mankind, particularly with respect to its social, material, and intellectual development. As Professor Marvin Perry states in his textbook on Western Civilization, the West forged the instrument of reason, that make possible a rational comprehension of physical nature and human culture, and conceived the idea of liberty, that led to democracy and the recognition of the intrinsic worth of the individual. The history of Western Civilization is the story of the evolution of these concepts of reason and individual freedom.

---

**Course Goals:**

1. To foster an awareness of the unique patterns of thought and systems of values the constitute the Western heritage.

2. To enable students to enumerate, characterize and differentiate periods of Western history, and to know what each period has contributed to the contemporary world.

3. To promote an awareness of ideas and events essential to a general education.

4. To introduce theories of causation, both materialistic and idealistic.

5. To provide an introduction to the study of history, the evaluation and use of primary sources, and/or examples of analysis and synthesis in secondary sources for potential history majors.

6. To provide an introduction to the history of Western Civilization for all students as part of their general education.
7. To promote an awareness that history is a useful tool for understanding ourselves and our society.

8. To help students appreciate that individuals, cultures, and societies have been shaped by past values and institutions.

9. To trace the origins and development of rational thought and the concepts of political liberty and the worth of the individual.

Performance Objectives:

I. SCIENTIFIC REVOLUTION TO NAPOLEON
   A. THE SCIENTIFIC REVOLUTION: The student will be able to discuss the origins of the Scientific Revolution, the ancient and medieval foundation upon which it was built, its major figures and discoveries, how it differed from medieval thinking, and the contributions of the Scientific Revolution to Western Civilization.
   B. THE ENLIGHTENMENT: The student will be able to discuss the origins and nature of the Enlightenment, how it evolved from the Scientific Revolution and the 17th-century English political thought, the major figures and ideas of the Enlightenment, and the contributions of the Enlightenment to Western Civilization.
   C. THE FRENCH REVOLUTION: The student will be able to discuss the origins and nature of the French Revolution, its debt to the Enlightenment and the American Revolution, its phases, accomplishments and failures, the major figures of the Revolution, and the contributions of the French Revolution to Western Civilization.
   D. NAPOLEON: The student will be able to present arguments as to the significance of Napoleon Bonaparte, the extent to which he was the preserver of the ideals of the French Revolution, the extent to which he was the destroyer of the French Revolution; and his contribution in spreading reform and nationalism to the rest of Europe.

II. FROM THE INDUSTRIAL REVOLUTION TO THE FIRST WORLD WAR
   A. THE INDUSTRIAL REVOLUTION: The student will be able to explain the origins and nature of the Industrial Revolution in Great Britain, what unique factors in Britain made the Industrial Revolution possible, the effects of the Industrial Revolution on society at the time, the spread of the Industrial Revolution; and the continuing effects of the Industrial Revolution on Western Civilization.
   B. NINETEENTH-CENTURY IDEOLOGIES: The student will be able to explain the origins, nature, major figures and effects of conservatism, liberalism, utopian socialism, nationalism, Marxism, anarchism, Social Darwinism and imperialism.
   C. THE AGE OF NATIONALISM AND IMPERIALISM: The student will be able to trace the evolution of 19th-century nationalism, national unification, and imperialism from the Vienna Settlement to the First World War.
   D. THE ORIGINS OF THE FIRST WORLD WAR: The student will be able to analyze the long and short-term causes of the first World War, how it was a result of the changing ideological, political, economic and social conditions of the 19th century, and the various historical arguments as to responsibility for the war.
III. 1914 TO THE PRESENT

A. THE FIRST WORLD WAR: The student will be able to describe the political, social, economic and intellectual effects of the First World War and explain how the peace of Versailles contributed to the instability of the interwar years.

B. THE RUSSIAN REVOLUTION AND THE SOVIET UNION: The student will be able to explain the origins of the Russian Revolution, the major figures and phases of the Revolution and the regimes which followed, and the role of the Soviet Union and Soviet Communism in Western Civilization.

C. FASCISM AND THE SECOND WORLD WAR: The student will be able to discuss the origins, nature and major figures of Fascism and Nazism, why the West initially failed to stop Fascist aggression, and how the anti-Fascist powers were ultimately victorious.

D. THE POSTWAR WORLD: The student will be able to explain how the Second World War led to the Cold War, the eclipse of Europe, decolonization, the emergence of the non-western world, European integration and the emergence of contemporary Western Civilization.

CLAST Skills:

The course requires that students require a minimum of 1,000 words in completing essay examinations and homework assignments, and it can be used to satisfy part of the writing across the curriculum requirement of the college. CLAST skills in communication will be taught and reinforced through the reading, writing, and essay writing requirements of the course.
Mid-Term and Final Take Home Examination Questions:

Answers must be typed on 8.5x11" white paper (black ink, double-spaced, one-inch margins, 12pt typeface size) or written in an examination booklet (black or blue ball pint pen ink only). Work must be well organized and neat in presentation. Essays are judged on your ability to demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze events in terms of causation.

Mid-Term Exam Questions:

Write essays in response to TWO of the following questions.

1. Compare and contrast the development of Parliamentary government in England and Absolutism in France during the early modern period. Explain the political, religious, and economic issues that shaped the character of these governments. Which of these systems reflects the ideas of Hobbes and which the ideas of Locke?

2. Describe the causes and consequences of the agricultural and industrial revolutions of the 18th century and England’s leading role in each. How did the agricultural revolution’s transformation of the countryside through the enclosure movement, and to what extent was this a necessary precondition of the industrial revolution?

3. The scientific revolution’s discovery of the natural laws of the universe inspired the Enlightenment philosophes to attempt to discover the natural laws of society. Write an essay on the ideas of the Enlightenment concerning religion and reason, mercantilism and laissez-faire economic theory, and political organization and freedom.

4. In both the American and French Revolutions economic problems contributed to the political tensions that resulted in revolt. Explain how Britain’s economic policies toward the American colonies and the financial problems of the French system led to political revolution. How do the Declaration of Independence and Declaration of the Rights of Man reflect Enlightenment ideas?

5. Write an essay on the French Revolution in the following periods: a) from 1789 to the death of Louis XVI; b) from the First Republic to the Reign of Terror; and c) from the
ninth of Thermidor to the Consulate. Describe the major political developments in these periods? To what extent did Napoleon fulfill the ideas of the revolution?

Final Exam Questions:

Write essays in response to TWO of the following questions.

Your essays will be judged on your ability to demonstrate knowledge of the subject matter, provide detailed evidence to support generalizations, compare and contrast material, and analyze material in terms of causation.

1. Political change from 1815 to 1870 attributed in part to the movements of liberalism and nationalism. Explain the tenets of each movement and demonstrate the impact of liberalism on Great Britain in terms of political and social reform and the impact of nationalism on Austria and Germany in terms of political and ethnic organization.

2. Explain the development of industrialism in Britain and Europe, the social and political impact of industrialism, and the socialist reaction to the changes brought by industrialism. Explain the difference between Utopian socialism and Marxian scientific socialism.

3. Both the science and the social theory of the period between 1850 and 1914 challenged traditional religious and social beliefs. Write an essay on the triumph of the scientific outlook and social sciences with special emphasis on advances in physics, Darwin’s theory of natural selection, Nietzsche’s philosophy of Will, and Freud’s psychological theories.

4. Write an essay on the political development of Germany or Russia from 1860 to 1940. For Russia, focus on the reforms of Alexander II, the Bolshevik Revolution led by Lenin, and the communist regime of Stalin; for Germany focus on the domestic policies of Bismarck, the Weimar Republic in the 1920’s, and Hitler in the 1930’s.

5. The new imperialism of the late 19th century in which European nations extend their control over Africa and Asia led to tensions among the Great Powers. Combined with the old-style European imperialism of Austria, Russia, and Germany, the frictions caused by European expansion sparked both World War I and World War II and resulted in the end of Europe’s internal empires after WWI and the end of overseas colonialism after WWII. Explain.

6. Describe the political and economic development of Europe after the Second World War. Address the issues of the Cold War, the Marshall Plan, and the role of the United States in economic, social, and international arenas. To what extent did post-war
economic and defense issues cause a reorganization of Europe’s economic and political systems towards centralization and unification.

FINAL EXAMINATION -- Due in HSS 207 by 5:30 p.m. on Mon., Dec. 9, 2002