

History 101: Western Thought Since 1600
University of Massachusetts Amherst, Fall 2012

Professor: Jennifer Heuer
Lecture Times & Place: Mon. & Wed. 11:15-12:05, Hasbrouck Lab Add room 126
Credits: 4, Gen. Ed: HS

Discussion sections (all on Thursday):

AD01	9:30-10:20	(# 71951)	Herter Room 222
AD02	11:15-12:05	(# 71952)	Herter Room 222
AD03	1:00-1:50	(# 71953)	Herter Room 222
AD04	9:30-10:20	(# 71954)	Hills House 423
AD05	11:15-12:05	(# 71955)	Hills House 423
AD06	1:00-1:50	(# 71956)	Hills House 423

Prof. Heuer

Office Hours: Tues. 10:00-11:30, Wed. 2:00-3:30, and by appointment
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Jaimie Kicklighter

(TA for Sections 1-3)
Office Hours: Wed. 1:30-4:30, and by appointment
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Bryce Havens

(TA for sections 4-6)
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COURSE WEB SITE: MOODLE

Check this first for announcements, if you need extra copies of syllabi or handouts, or want more information on anything related to the course.

COURSE DESCRIPTION

This course is an introduction to the social, political, cultural, and economic forces that have shaped thought in the Western world from the seventeenth century to the present. Major topics include the origins of the modern sovereign state, the Scientific Revolution, the Enlightenment and the French Revolution, the social upheavals of the industrial revolution, nationalism and the rise of mass politics, the First and Second World Wars, and the rebuilding of Europe after 1945.

GENERAL EDUCATION OBJECTIVES

This course is an introductory survey. As a general education course in history, it emphasizes *critical thinking* and *writing*. In this context, critical does not mean negative; it means thinking things through clearly and systematically. The class is designed to introduce you to the broad sweep of Western Thought, and to explore both aspects of the past that may be strange to us and ones that resonate with contemporary concerns. It aims to address what it means to think like a historian: to interpret the past, to make historical connections and arguments, to find evidence to support your claims, and to communicate effectively and persuasively.

READINGS

The following books are available at Amherst Books (8 Main St. Amherst, <http://www.amherstbooks.com/>). Please buy at Amherst Books if you can, as they have tried hard to get the best prices and editions for you. All books are also on reserve at the W.E.B. Du Bois library.

Hunt, Lynn, et al. *The Making of the West: Peoples and Culture, A Concise History. Vol. II: Since 1340*. Bedford/ St. Martin's., 2010, 3rd edition.
ISBN-13: 978-0312554606 (Used copies are also available.)

(You can also order a digital subscription to the textbook,
http://www.coursesmart.com/9780312594404?_professorview=false&_hdv=6.8
However, you should be aware that this is a subscription, not a copy; it expires after 6 months)

Fontenelle, Bernard de. *Conversations on the Plurality of Worlds*. Berkeley: University of California Press, 1990. ISBN-13: 978-0520071711

Marx and Engels, *The Communist Manifesto*. Any version, default Cambridge University Press, ISBN: 055321406.

Ibsen, Henrik. *A Doll's House*. Literary Touchstone Edition, ISBN-13: 978-1580495981

Remarque, Erich Maria. *All Quiet on the Western Front*. Mass Market / Random House, ISBN-13: 978-0449213940

Spiegelman, Art. *Maus*. New York: Pantheon Books, 1989. (Volumes I AND II; the ISBN will depend on whether you purchase both volumes together or separately.)

You may use alternate versions of these texts if you choose. However, if you do so, you **MUST** provide bibliographic information in all your papers (including weekly response papers) to make it clear which version you are citing.

There is also an **ESSENTIAL DOCUMENT PACKET**. This is available on the course website. We have saved you money by not requiring you to buy a packet; however, it is essential that you print off readings for each week or download them onto a computer or e-reader so that you can consult them readily in class.

This course has two different kinds of readings. One is the textbook, *The Making of the West*, which is intended to give you a basic narrative. Reading it, however, is not enough to do well in the course. The textbook provides some of the names and dates you need to understand events, but this class also aims to teach you how to think historically and analyze historical texts.

You need to come to lecture and pay close attention to the other readings. These readings, both in other books and handouts, are **primary sources**. They can include laws, personal letters, portraits, plays, poetry, maps, etc; for this class, primary sources are both collected in the course packet and in books like those written by Fontenelle or Marx. What's important is that they are sources written or made during the period we're studying. They show us how people in the past understood their world. Because the interests and concerns of the men and women who wrote them aren't the same as ours, primary sources need to be *interpreted* by historians. Many of our lectures and discussions will focus on how to interpret these documents.

It is very important to do the readings for each week. The readings are usually fairly short, but you can get very far behind very quickly if you don't keep up. You should plan to read each selection twice: once to get a general overview and a second time to take notes on the main points and prepare your response papers. **ALWAYS SPEND MORE TIME READING THE PRIMARY SOURCES THAN THE TEXTBOOK.**

COURSE REQUIREMENTS

The class has no prerequisites and requires no background in history or Western thought. Some of the readings are difficult, but all—or at least most!—of them should be interesting and they will be explained so that everyone can understand them. Ask questions whenever you have them. We have found that if something is puzzling one or two students, then it is likely to be puzzling others. So help everyone, and if you have questions, let us know.

But the course is not easy. You will need to consistently do the readings and attend class regularly in order to pass. To succeed in this class, you should plan to spend **at least three hours outside of class for every hour in class**, for week reading, studying, and writing. Some weeks won't require that much; other weeks may require more.

Four credit-course

As this is a four-credit course, it requires intensive reading and writing. Please see below for details.

Grade Breakdown

Class participation	10%
Weekly Response Papers	10%
Portfolio of Three Best Responses (due Dec. 5)	10%
In-class midterm exam (Oct. 15)	25%
Five-page paper (Due Nov. 19)	20%
Final exam (date TBA)	25%

Class participation includes showing up for class every time (lecture & discussion), having read the assigned texts, having the readings with you, and being ready to talk about them. Participation grades may also include quizzes and other short assignments.

Response papers are due each week, except where indicated on the syllabus. These are short, pass-fail papers. There are 11 of them, worth 10 points each. If you pass 10, you get a 100% for this part of your grade, 9, 90%, and so on. (You get one freebie.) A *passing* response paper must meet *all* of the following criteria:

- Is two typed double-spaced pages (this means a minimum of one full page & a full paragraph and no more than three)
- Responds directly to the question(s) for the week
- Includes specific evidence—examples or quotations—from the primary source readings
- If there are multiple readings for the week beyond the textbook, it addresses at least two of them.

You may not be able to give a full answer in the space you have; don't worry if you can't raise every point. Concentrate on presenting ideas and evidence clearly, and choosing examples that you think are particularly important or interesting.

These papers are not designed to be either busy-work or very difficult. Instead, they serve several functions. They're designed to make class discussions more interesting—and more focused on what you find most stimulating or have the most questions about—by making sure everyone thinks about the readings before class. They also let know us if you have any problems so we can make sure anyone who needs help can get it and can clear up any common points of confusion. Finally, they help you to develop a set of historical skills, so that you should find it much easier to do well on longer papers and exams.

Portfolio of Three Best Responses

Due December 5, the last day of class. You must submit papers both in class and on Turnitin.com

You are responsible for choosing your three best responses during the course of the semester. Write two paragraphs explaining why you have chosen these papers and think they represent your best work, why they express important themes in western thought, and how they fit together. The portfolio will be graded on how well-written the papers are, how thoughtfully they consider historical problems, and how well they engage the sources.

Five-page paper

The graded paper will be graded on content (what you say), organization (how effectively you say it), and style (how clearly you say it). You will have a choice of topics based on the readings, lectures and in-class discussions. You will need to provide citations from the readings, with page references. We will discuss in class how to write a good history paper.

Late papers will be penalized at least one third of a letter grade for each day they are late, unless you have made special arrangements before the day they are due.

*** Papers must be submitted to Turnitin.com to be accepted. Directions on how to do this will accompany the paper assignments. ****

Exams

There are two exams for the course, which will be based on identifying key terms for the course, recognizing passages from the readings and explaining their importance, and short essays.

POLICY ON ACADEMIC HONESTY

Plagiarism and cheating are grounds for failure in the course. Plagiarism consists of either (a) copying the exact words of another work without both enclosing them in quotation marks and providing a reference, or (b) using information or ideas from another work without providing credit to the source of the information or ideas. Submission of a paper copied from another work, or which contains fictitious or falsified notes, will result in automatic failure of the course. Cheating on an exam will result in the same penalty. In the most serious cases, plagiarists and cheaters may face suspension or expulsion from the University. If you are unsure about whether something constitutes plagiarism, please ask.

*** I HAVE FAILED STUDENTS FOR PLAGIARISM.
PLEASE DON'T DO IT!!***

E-mail etiquette: Please note that emails sent to professors and teaching assistants should be professional in tone. Include in the subject heading "History 101" so the recipient can distinguish it from junk mail. Use a proper salutation ("Dear Professor Heuer" not "Hey!") and sign the email using your full name.

FOR THOSE WITH DISABILITIES

If you have a disability that requires special accommodations, please let us know as soon as possible and tell us what accommodations you think will be necessary.

CALENDAR WITH READINGS

Wed. Sept. 5 **Introduction: The "West" in the World in 1600**

Thurs. Sept 6 ***Doing history***
(YES, YOU NEED TO COME TO DISCUSSION THIS WEEK!)

Mon. Sept. 10 **Absolutism**

Read Hunt, Ch. 13, State Building and the Search for Order, 481-496.

(If you do not yet have the book, the section for this week—& this week only—is also available on <http://courses.umass.edu/hist101/>)

Start reading documents in Course Packet on Absolutism.

Wed. Sept. 12 The Limits of Absolutism in England: Revolution & Civil War

Read Hunt, Ch. 13, State Building and the Search for Order, 497-end.

**Thurs. Sept. 13 Defining the power of kings
MANDATORY RESPONSE PAPER DUE IN CLASS**

Read Course Packet

Richelieu, *Political Testament*

Saint Simon, *Memoirs*

King Louis XIV, *Memoirs for the Instruction of the Dauphin*

Bossuet, *Politics taken from the Very Words of Holy Scripture*

Domat, *Public Law*

The course packet is available on Moodle. If you are not yet officially enrolled in class or have trouble accessing the materials, you can also get the readings for this week at <http://courses.umass.edu/hist101>.

In either case, you should print off the readings & bring them to your discussion section.

Questions for response papers:

All of these authors address royal absolutism. Pick three of the five. What do they each reveal about how absolutism worked? What legitimated royal authority and might have limited it? What factors might have shaped their specific accounts? How can we as historians use them collectively to define absolutism?

Mon. Sept. 17 The Scientific Revolution

Read Hunt, Ch. 12, Struggles Over Beliefs, 471-474 and Ch. 14, The Atlantic System, 552-end. Begin reading Fontenelle. You can skip the introduction & translator's preface.

Wed. Sept 19 Slavery, Empire, and Atlantic Worlds

Read Hunt, Ch. 14, The Atlantic System, 520-552.

Continue reading Fontenelle.

Thurs. Sept. 20 Speculating about the Skies

Finish reading Fontenelle for today.

Questions for response papers:

Fontenelle popularized aspects of the "Scientific Revolution" and sought to make his readers think about science and the universe in new ways. Choose three examples where you think the narrator might be saying something controversial for his time and explain how he tries to convince the Marquise (and by extension, Fontenelle's readers) that his arguments are plausible.

Mon. Sept. 24 Enlightenment

Read Hunt, Ch.15, The Promise of Enlightenment, 561-580.

Read Course Packet

Locke, *An Essay on Human Understanding*, 1690

Kant, *What is Enlightenment?* 1784

Wed. Sept. 26 Citizens, government, and economics

Read Hunt, Ch. 15, The Promise of Enlightenment, 581-end.

Read Course Packet

Diderot and d'Alembert, *Encyclopedie*, 1750 (selections)

Thurs. Sept. 27 Progress and Power

Question for response papers

How and why did these writers think Enlightenment could—and should be—accomplished?

What did they seem to associate with the term? Did they imagine any limits to human progress?

OR

How did these writers think about power and authority? What legitimated power for them?

(For either question, you should refer to at least two readings.)

Mon. Oct. 1 The French Revolution

Read Hunt, Ch. 16, The French Revolution and Napoleon, 599-620.

Read Course Packet

Sieyes, “What is the Third Estate?” 1789

Declaration of the Rights of Man and Citizen, 1789

Olympe de Gouges, Declaration of the Rights of Women, 1791

Burke, Reflections on the Revolution in France, 1790 (Excerpt)

Wed. Oct. 3 The Napoleonic empire

Read Hunt, Ch. 16, French Revolution and Napoleon, 621-end.

Read Course Packet

Levée en Masse, August 1793

Terror is the Order of the Day, September 1793

Republican Calendar, October 1793

Robespierre, “On Political Morality,” February 5, 1794

Thurs. Oct. 4 Rights and Terror

Questions for Response Papers

How did revolutionaries argue for rights and try to institute them? Who might have been included in—and excluded from—new ideas about citizenship? Why?

OR

How did revolutionaries justify violence against their enemies? Based on these readings, why do you think the French Revolution became so violent?

Mon. Oct. 8 **NO CLASS! Presidents Day**

Tues. Oct. 9 **FOLLOWS MON. SCHEDULE The Industrial Revolution**

Read Hunt, Ch. 17, Industrialization and Social Ferment, 639-651.

Read Course Packet

Andrew Ure, The Philosophy of the Manufacturers, 1835

Report of the Sadler Committee

Wed. Oct. 10 **New ideologies: Romanticism, Nationalism, and Socialism**

Read Hunt, Ch. 17, Industrialization and Social Ferment, 651-660.

Thurs. Oct. 11 ***The Problem of Child labor***

Read Course Packet

1846-47 Factory Legislation debates

Questions for Response Papers

Why was regulating child labor so controversial in 1830s and 1840s Britain? Don't write about how *you* feel about child labor; analyze the arguments people *at the time* made for and against regulating it. You should use the Factory Legislation Debates to help you compile your arguments. Expect an in-class debate on the topic.

Mon. Oct. 15 **Midterm Exam**

Wed. Oct. 17 **1848: The Springtime of the Peoples**

Read Hunt, Ch. 17, Industrialization and Social Ferment, 661-end.

**** *MIDSEMESTER DATE (Last Day to drop with a "W")* ****

Thurs. Oct. 18 ***The Communist Manifesto***

Read Marx and Engels, *The Communist Manifesto*

Question for Response Papers

Why do Marx and Engels believe that the bourgeoisie (the middle class) had been a revolutionary force in history? Conversely why did they think that the bourgeois class should—and would be—be overthrown? What were their most powerful or controversial critiques of bourgeois society?

Mon. Oct. 22 **Darwinism and a Second Industrial revolution**

Read Hunt, Ch. 18, Constructing the Nation State, 701-end.

Start reading *A Doll's House*

Wed Oct. 24 New Nations

Read Hunt, Ch. 18, Constructing the Nation State, 683-700.
Keep reading *A Doll's House*.

Thurs Oct. 25 A Doll's House

Finish *A Doll's House* for today.

Question for Response Papers

How does Ibsen use the theater to critique nineteenth-century social and gender relations? What elements of the plot or dialogue do you think would have been most provocative in challenging contemporary assumptions? Why?

Mon. Oct. 29 New Imperialism

Read Hunt, Ch. 19, Empire, Modernity, and the Road to War, 729-740.

Read Course Packet

Darwin, *Origin of Species*, 1858, and *Descent of Man*, 1871 (selections)

Wed. Oct. 31 Mass Society and Mass Politics

Read Hunt, Ch. 19, Empire, Modernity, and the Road to War, 740-770.

Read Course Packet

Nietzsche, *The Will to Power*, 1883-1888

Gustave LeBon, *The Crowd: A Study of the Popular Mind*, 1896

Sigmund Freud, *First Lecture on Psychoanalysis* 1900

Thurs. Nov. 1 The Rise of the irrational?

Questions for Response Papers

Some historians argue that intellectuals at the end of the nineteenth century challenged earlier beliefs that humans were fundamentally rational and that society as a whole should and would progress. Based on these readings, do you agree with this statement? If so, why? If not, why not?

Mon. Nov. 5 “The lights are going out all over Europe”: The Road to War

Read Hunt, Ch. 19, Empire, Modernity, and the Road to War, 770-end.
Start reading *All Quiet*.

Wed. Nov. 7 World War One (Class follows Monday schedule)

Keep reading *All Quiet*.

Thurs. Nov. 8 *Experiencing Total War*

Finish *All Quiet* for today.

Read Course Packet

Poems by Brooke, McCrae, and Owen

Questions for Response Papers

How does Remarque compare the experiences of people at home and on the front lines? When the narrator of the novel returns home, what could and couldn't he convey about his experiences on the battlefield? What does this suggest about the impact of war?

OR

How does Remarque portray authority figures in the novel? Give specific examples. What might this suggest about more general understanding of power and authority during the war?

Mon, Nov. 12 NO CLASS (VETERANS DAY)

Wed. Nov 14 The Rise of Fascism (Follows Mon. schedule.)

Read Hunt, Ch. 20, War, Revolution and Reconstruction, (all)

Read Course Packet

Mussolini, "What is Fascism?", 1932

Hitler, *Mein Kampf*, 1923

Thurs. Nov. 15 *Fascism and Nazism*

Read Hunt, Ch. 21, War, Revolution and Reconstruction, 825-838

Read Course Packet

Documents on Nazism

Questions for Response Papers

How do Mussolini's and Hitler's views of the nature and purpose of the state compare?

Or

Based on these readings, what factors seem to have been most important in the rise of Nazism in Weimar Germany and the reasons why it appealed to a growing number of people?

Mon. Nov. 19 Russian Revolutions PAPER DUE

Read Course Packet

Lenin, *The April Theses*

Wed. Nov. 21 NO CLASS

Thurs. Nov. 22 Thanksgiving. NO CLASS! Enjoy eating!

Mon. Nov. 26 World War II

Read Hunt, Ch. 21, Age of Catastrophes, 839-end.
Start reading *Maus*.

Wed. Nov. 28 The Holocaust

Keep reading *Maus*.

Thurs. Nov. 29 *Maus*

Finish *Maus* for today.

Question for Response Papers

How does Spiegelman try to make us think about history and the Holocaust? Focus one or two of the following themes: responsibility, survival, identity, and / or memory.

Mon. Dec. 3 Hot to Cold War / Dividing and Uniting the “West”

Read Hunt, Ch. 22, The Cold War; Hunt & Ch. 23, Postindustrial Society. (If you have time, look at Ch. 24, The New Globalism.)

Wed. Dec. 5 Making sense of changing definitions of “Western Thought”

Bring a quotation from any reading that you would like to see on the final; we will collect these and choose among them for the exam.

SUBMIT PORTFOLIO OF THREE BEST RESPONSE PAPERS IN CLASS AND VIA TURN-IT-IN

FINAL EXAM: DATE TBA