

**History 101: Western Thought Since 1600**  
University of Massachusetts Amherst, Spring 2009

Professor: Jennifer Heuer  
Teaching Assistants: Sandy Perot and Cheryl Harned  
Lecture Times & Place: Tues. & Thurs. 1:00-1:50, Hasbrouck Lab Add room 126

Discussion sections on Friday: (Check course website for rooms)

AD01 9:05-9:55  
AD02 10:10-11:00  
AD03 12:20-1:10  
AD04 1:25-2:15  
AD05 11:15-12:05  
AD06 10:10-11:00

Prof. Heuer

Office Hours: Wed. 9:30-11:30, Thurs. 2:30-3:30, and by appt.  
Office: Herter 607  
Phone: 545-6707  
E-mail: heuer@history.umass.edu

Sandy Perot

Office Hours: Discussion sections: AD01 (9:05), AD02 (10:10), and AD05 (11:15)  
Thurs. 10:30 to 12:15 and by appt.  
Office: Herter 724  
Tel: 545-6788  
Email: sperot@history.umass.edu

Cheryl Harned

Office Hours: Discussion sections: AD06 (10:10), AD03 (12:20), and AD04 (1:25)  
Tues. 10:45-12:45 and by appt.  
Office: Herter 724  
Tel: 545-6788  
Email: charned@history.umass.edu

COURSE WEB SITE: <http://courses.umass.edu/hist101/>

*Check this first for announcements, if you need extra copies of syllabi or handouts, or generally 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 will 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. This class fulfills the Historical Studies (HS) component of the general education requirements.

## READINGS

The following paperback books are available at Amherst Books (8 Main St. Amherst). **Please buy at Amherst Books if you can**, as they have the editions we will use and have tried to get the best prices for you. You are advised to buy all the books early in the semester, because bookstores begin to return unused copies around the middle of the semester. 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.*

Fontenelle, Bernard de. *Conversations on the Plurality of Worlds.* Berkeley: University of California Press, 1990.

Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African.*

Marx, Karl. *The Communist Manifesto* (1847).

Conrad, Joseph. *Heart of Darkness* (1899)

Freud, Sigmund. *Dora*. (1900)

Remarque, Erich Maria. *All Quiet on the Western Front* (1928).

Spiegelman, Art. *Maus*. New York: Pantheon Books, 1989.

There is also an ESSENTIAL DOCUMENT PACKET, available at Campus Design and Copy (403 Student Union). This may not be available until the end of first week; readings for first week are also available on the course web page if you can't get the packet immediately.

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. **SPEND MORE TIME READING THE PRIMARY SOURCES THAN THE TEXTBOOK.**

## COURSE REQUIREMENTS

This course is an introductory survey. As a general education course in history, it emphasizes *critical thinking* and *writing*. It 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 do the readings consistently and to attend class regularly in order to pass. To succeed in this class, you should plan to spend **six to nine hours** every week reading, studying and writing. Some weeks won't require that much; other weeks may require more.

### Grade Breakdown

Class participation	10%
Weekly Response Papers	10%
Portfolio of Three Best Responses	10%
In-class midterm exam (March 12)	25%
Five-page paper (Due April 14)	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 12 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 two freebies, no extra credit.) A *passing* response paper must meet *all* of the following criteria:

- Is at least one full typed double-spaced page long.
- Responds directly to the question 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.

These papers are not designed to be either busy-work or very difficult. Instead, the response papers 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.**

This is due the last day of discussion sections. (Fri. May 9). You are responsible for choosing your three best responses during the course of the semester. 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 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 BEFORE.  
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") 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**

**Tues. Jan. 27          Introduction: The “West” in the World in 1600**

**Thurs. Jan. 29          Absolutism**

Read Hunt, Ch. 13, State Building and the Search for Order, 523-539.

**Fri. Jan. 30          Defining the Power of Kings  
MANDATORY RESPONSE PAPER DUE IN CLASS TODAY**

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*

The primary source readings for today (and today ONLY) are also on the course web page in case you have any difficulties getting the course packet. You should either bring the packet or print off the readings and bring them to your discussion section.

Questions for response papers:

All of these authors address what royal absolutism was, and how it worked or was supposed to work. Pick three out of the four. What do they each emphasize? What factors might have influenced their accounts? How can we as historians use them collectively to define absolutism?

**Tues. Feb. 3          The Limits of Absolutism in England: Revolution & Civil War**

Read Hunt, Ch. 13, State Building and the Search for Order, 540-551.

Begin reading Fontenelle. You can skip the introduction & translator’s preface.

**Thurs. Feb. 5          The Scientific Revolution**

Read Hunt, Ch. 12, pp. 514-517 (Origins of the Scientific Revolution)

Ch. 13, State Building and the Search for Order, 552-end.

Continue reading Fontenelle.

**Fri. Feb. 6          Speculating about the Skies**

Finish Fontenelle for today (i.e. through p. 73).

Questions for response papers:

Fontenelle tries to make people think about science and the universe in new ways, by presenting a series of conversations between the narrator and the Marquise. 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.

**Tues. Feb. 10      Mercantilism, Slavery, and Atlantic Worlds**

Read Hunt, Ch. 14, The Atlantic System and the World Economy, 567-578.  
Start reading *Equiano*. (Skip introduction.)

**Thurs. Feb. 12      Popular and Elite cultures**

Read Hunt, Ch. 14, The Atlantic System and the World Economy, 578-end.  
Continue reading *Equiano*.

**Fri. Feb. 13      *Equiano***

Finish *Equiano* for today.

Questions for response papers

How does Equiano present his experiences and arguments to persuade his readers that they should end the slave trade? What audiences do you think he is trying to reach? What arguments do you think would have been most convincing? Choose several examples you think are especially interesting or effective—at least one of which must be after Chapter 5.

**Tues. Feb. 17      The Enlightenment**

Read Hunt, Ch. 15, Promise of Enlightenment, 610-631.  
Start reading documents in the Course Packet on Enlightenment.

**Thurs. Feb. 19      Citizens and Government**

Read Hunt, Ch. 15, Promise of Enlightenment, 632-end.  
Ch. 16, The French Revolution and Napoleon, 651-655 (on the origins of the Revolution).

**Fri. Feb. 20      *The Progress of Mankind?***

Finish reading Course Packet

Locke, *An Essay on Human Understanding*, 1690

Kant, *What is Enlightenment?* 1784

Diderot and d'Alembert, *Prospectus for an Encyclopedia*, 1750

Condorcet, *Sketch for a Historical Picture on the Progress of the Human Mind*

Question for response papers

Focus on three of these works. How do they think Enlightenment can or will be accomplished? Do they imagine any possible limits to human education and progress? If not, why not? If so, what might such limits be?

**Tues. Feb. 24      The French Revolution**

Read Hunt, Ch. 16, The French Revolution and Napoleon, 659-673.

Read Course Packet

Sieyès, “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)

### **Thurs. Feb. 26      Napoleonic Europe**

Read Hunt, Ch. 16, French Revolution and Napoleon, 674-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

### **Fri. Feb. 27      Rights and Terror**

Questions for Response Papers

How did revolutionaries argue for rights and try to institutionalize them? Who might have been included in—and excluded from—these definitions?

OR

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

### **Tues. Mar. 3      The Industrial Revolution**

Read Hunt, Ch. 17, Industrialization and Social Ferment, 700-714.

Read Course Packet

Andrew Ure, The Philosophy of the Manufacturers, 1835

Report of the Sadler Committee

### **Thurs. Mar. 5      New Ideologies**

Read Hunt, Ch. 17, Industrialization and Social Ferment, 714-726.

Read Course Packet

1846-47 Factory Legislation debates

### **Fri. Mar. 6      The Problem of Child Labor**

Questions for Response Papers

Why was regulating child labor so controversial in 1830s and 1840s Britain? Don't just 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.

**Tues. Mar. 10      Middle Classes, Working Classes**

**Thurs. Mar. 12      MIDTERM EXAM**

***Fri. Mar. 13      no class***

**\*\*\* MARCH 16 THROUGH MARCH 20. NO CLASS: ENJOY SPRING BREAK! \*\*\***

**Tues. Mar. 24      1848: The Springtime of the Peoples**

Read Hunt, Ch. 17, Industrialization and Social Ferment, 726-end.

Start reading Marx and Engels, *The Communist Manifesto*. (You need to read parts one and two.)

MID-SEMESTER DATE—LAST DAY TO DROP WITH A “W.”

**Thurs. Mar. 26      Nationalism and Marxism**

Read Hunt, Ch. 18, Constructing the Nation-State, 747-765.

***Fri. Mar. 27      The Communist Manifesto***

Finish Marx and Engels, *The Communist Manifesto*.

Questions for Response Papers

How do Marx and Engels portray the bourgeoisie? The proletariat? How do they try to persuade their readers that revolution is inevitable?

**Tues. March 31      Darwin and the Second Industrial Revolution**

Read Hunt, Ch. 18, Constructing the Nation-State, 766-end.

Start reading *Heart of Darkness*.

**Thurs. April 2      New Imperialism**

Read Hunt, Ch. 19, Empire, Modernity, and the Road to War, 797-808.

***Fri. April 3      The Heart of Darkness***

Finish *Heart Of Darkness*.

Questions for Response Papers

Does Conrad's *Heart of Darkness* primarily support or criticize imperialism?

**Tues. April 7      Mass Society and Mass Politics.**

Read Hunt, Ch. 19, Empire, Modernity, and the Road to War, 809-842.

Start Freud, *Dora* (Skip the intro.)

**Thurs. April 9      The Road to War**

Read Hunt, Ch. 19, Empire, Modernity, and the Road to War, 843-end.



**Fri. April 10      Psychology and Sociology**

Finish reading Freud, *Dora* (through 112).

Questions for Response Papers

How did Freud explain Dora's hysteria? Why did he consider dreams so important?

What aspects of his analysis do you think would have made sense to contemporaries, and what might have shocked them? What do you make of Freud as a narrator and a scientist?

**Tues. April 14      World War One PAPER DUE**

Read Hunt, Ch. 20, War, Revolution and Reconstruction, 851-862.

Start reading *All Quiet on the Western Front*.

**Thurs. April 16      Russian Revolutions**

Read Hunt, Ch. 20, War, Revolution and Reconstruction, 863-876.

**Fri. April 17      Experiencing Total War**

Finish *All Quiet on the Western Front*.

Read Course Packet

Poems by Brooke, McCrae, and Owen

Questions for Response Papers

How does Remarque compare the experiences of people at home and those on the front lines?

Specifically, how does the narrator Paul's visit home punctuate the narrative? What could and couldn't he convey about his experiences on the battlefield? Did his visit home change him?

OR

How does Remarque portray authority? Use specific examples to show who the authority figures are over the course of the novel and how they are treated at different points. What insights might this offer us for thinking more broadly about conflict and power in the period?

**Tues. April 21      NO CLASS! MONDAY CLASS SCHEDULE FOLLOWED**

**Thurs. April 23      Interwar movements and ideologies**

Read Hunt, Ch. 20, War, Revolution and Reconstruction, 876-end.

And Ch. 21, Age of Catastrophes, 899-913.

**Fri. April 24      Fascism & Nazism**

Read Course Packet

Mussolini, "What is Fascism?", 1932

Hitler, *Mein Kampf*, 1923

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?

**Tues. April 28      World War II**

Read Hunt, Ch. 21, Age of Catastrophes, 914-end.

Start reading *Maus* (both volumes)

**Thurs. April 30      The Holocaust**

Continue reading *Maus*.

**Fri. May 1              Facing History? *Maus* and Memory**

Finish *Maus*.

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.

**Tues. May 5              From Hot War to Cold War**

Read Hunt, Ch. 22, Remaking Europe (all).

**Thurs. May 7              Dividing & Uniting Europe**

Read Hunt, Ch. 23, Postindustrial Society and the End of the Cold War (all).

**Fri. May 8              Making Sense of Changing Definitions of "Western Thought"**

Portfolio of three best responses due.

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

**Tues. May 12              LAST DAY OF CLASSES: Overall Review and Wrap-up**