

HISTORY 122

HISTORY OF WESTERN CIVILIZATION II

Section 1: MWF 9:00-9:50 (JFAC 181)

Section 2: MWF 10:00-10:50 (JFAC 117)

Section 3: MWF 11:00-11:50 (JFAC 181)

Art Marmorstein

Virtual (Zoom) Office Hours

MTuWTh 3:00-4:30

Office: TC 363

Phone 626-2608

ON-LINE MATERIALS AND CONTACT INFORMATION:

You will find most of the materials for this course on D2L. You can find there study guides for the exams and readings, outlines for every lecture, and links for many ID terms and topics discussed in class. I also include links to online versions of most of the readings.

Often, D2L will just give you links to my regular Web page (marmorstein.website). On some occasions, you might find it helpful to go directly to the website rather than through the D2L interface. I will try to keep both D2L and the website updated.

You can contact me by e-mail (art.marmorstein@northern.edu) or by phone (626-2608). I will probably have a few extra credit assignments on the class blog (<http://inherentlyinterestingfall2020.blogspot.com>), but I may put the extra credit assignments on D2L. I'll see which is easier for students (and me!).

OPTIONAL TEXTS:

For many years, I used Chodorow's Mainstream of Civilization as the main text for this course. Chodorow. Chodorow was an inexpensive text (\$20.95 new when I first assigned it!), and it was perfect for giving students a different perspective on the figures and events discussed in class. If you can find a copy of Chodorow, you might still use that as a supplement to the lectures.

Otherwise, there are several fairly good texts available free online. For the first part of the course, you might like to use Volume II of Western Civilization: A Concise History (<https://open.umn.edu/opentextbooks/textbooks/western-civilization-a-concise-history-volume-2>). For the 2nd half of the course, you can use Volume III of Western Civilization: A Concise History (<https://open.umn.edu/opentextbooks/textbooks/western-civilization-a-concise-history-volume-3>).

REQUIRED TEXTS:

Discourse on Method (Descartes)

Pensees (Pascal)

Candide (Voltaire)

Notes From Underground (Dostoyevsky)

The above texts (all available in the bookstore) are required for class. Please make sure you read the assigned pages in these books *before class* on the day assigned. We will be discussing these works in class, and you are likely to be lost and confused if you haven't done the reading

The primary source readings for this class are sometimes difficult, and most students will do better if they have a hard copy of each text so that they can underline important passages and add

their own marginal notes.

IMPORTANT NSU POLICIES THAT MAY AFFECT YOU. PLEASE READ!!!

1. NSU DISABILITY POLICY:

Northern State University strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and the Office of Disability Services (contact information below), who will work to resolve the issue as quickly as possible.

Doris Stusiak, Director of Disability Services

Student Center Room 240 – 2nd Floor

Phone 605-626-2371

Fax 605-626-3399

Email Doris.Stusiak@northern.edu

2. BOARD OF REGENTS ACADEMIC FREEDOM POLICY:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the academic dean administratively in charge of the class to initiate a review of the evaluation.

3. ACADEMIC INTEGRITY STATEMENT

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education. Cheating includes the use of any notes during the midterm or final exam. Please place no marks of any kind on or in your blue book before I give the signal to begin taking the exam. All exams must be taken on blank bluebooks. On at least one exam, bluebooks will be checked before the exam. Bluebooks that have not been checked, have missing pages, or pages with large erasures will not be accepted.

It is not cheating to study with another student, to share notes, or to prepare essays or ID's together. However, if you do study with another student, be sure you do not sit next to each other during the exam.

Please be especially careful to observe academic integrity standards on the take-home quizzes. The quizzes are intended to make sure you have done the primary source readings, and your comments should be based on your own observations, not someone else's ideas. Plagiarism (e.g. copying material from the internet or recycling work done by another student) is not allowed. I do sometimes allow "group work" on quizzes, but unless I have specifically indicated that you are allowed to work with other students, make sure your quiz comments are entirely your own.

Northern State University's official policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook applies to this course. Students caught cheating will receive a zero for the assignment, and, since zeros are worse than F's, they are likely to fail

the course as a whole.

COVID-19 ATTENDANCE STATEMENT:

Class attendance is flexible due to COVID-19. If you are absent due to illness, quarantine, or isolation, please follow the What if I Get Sick? protocol and inform the Dean of Students, who will notify faculty. No documentation from a healthcare provider is required for missed classes. Students are responsible for all class content and requirements, regardless of absences.

SCHEDULE OF CLASSES AND READINGS:

8/19 Introduction

8/21 The 17th Century: A Search for Order (Mainstream, Ch. 18)

8/24 Conflict between Science and Religion? (Mainstream, 531-539)

8/26 France in the 16th and 17th Centuries (Mainstream, Ch.20)

8/28 France in the 16th and 17th Centuries

8/31 Britain in the 16th and 17th Centuries

9/2 Britain in the 16th and 17th Centuries

9/4 Arguments for Strong Government: Bossuet and Hobbes

9/7 Limited Government: John Locke/ The Search for Order and Assurance I: Bacon

9/9 The Search for Order and Assurance II: Descartes (Discourse on Method)

9/11 The Search for Order and Assurance: Pascal (Pensees)

9/14 Baroque Art, Music and Literature

9/16 Baroque Art, Music, and Literature

9/18 Review and midterm advice

9/21 ***** MIDTERM I *****

9/23 The 18th Century: The Age of Reason? (Mainstream, Ch. 22)

9/25 Enlightened Despots

9/28 The Philosophes: Diderot, Condorcet (Mainstream, Ch. 21)

9/30 The Philosophes: Rousseau and Leibnitz (Dover, 1-40)

10/2 The Philosophes: Kant, Voltaire (Candide)

10/5 The French Revolution (Mainstream, Ch. 23)

10/7 The French Revolution/Napoleon (Dover, 67-97)

10/9 The 19th Century: The Age of Progress? (Main. Ch. 24, 26)

10/12 Nationalism and Nation Building

10/14 European Impact on the World

10/16 Review and Midterm Advice

10/19 ***** MIDTERM II *****

10/21 Believers in Progress (Mainstream, Ch. 25)

10/23 Believers in Progress (Communist Manifesto (Dover, 123-150)

10/26 Romantics/Realists/Dostoyevsky ("Dream of a Ridiculous Man")
10/28 Dostoyevsky (Notes from Underground)
10/30 The 20th Century: The Age of Violence (Mainstream, Ch. 30)

11/2 World War I
11/4 The Rise of Communism: The Russian Revolution (Main, Ch. 31)
11/6 National Socialism (Mainstream, Ch. 33)

11/9 World War II (Mainstream, Ch. 34)
11/11 Beginnings of the Cold War (Mainstream, Ch. 34)
11/13 The End of Imperialism (Mainstream, Ch. 35)

11/16 The End of Imperialism (Mainstream, Ch. 36)
11/18 Art and Music in the 20th and 21st Centuries
11/20 The Exciting Conclusion to this Course!
11/23 Review and Final Exam Advice

FINAL EXAMS

Final exams for all classes will be online. You may take the History Final 122 exam anytime during the final exam period (Wednesday Dec. 2 through Tuesday, December 8).

GRADING:

Your grade for this course will be based primarily on your midterm and final exams, each of which will count approximately 25% when I determine your final grade. In addition, I will take into account attendance, participation, and quiz scores.

My grading method allows for improvement, and I frequently have students who fail the first exam who nevertheless end up earning "A" or "B" grades in the course. Please note, though, that I factor "improvement" into your course grade **only** if you demonstrate your commitment to the course through good attendance and other evidence of hard work.

READINGS AND QUIZZES:

In order to make sure students are keeping up with the readings (and to encourage students to come to class!) I give quite a few surprise quizzes during the semester. These quizzes may involve short essays on the reading assigned for that day. Remember that "A" students in my class are **always** prepared for a surprise quiz at any time.

ELECTRONIC DEVICE POLICY:

Please make sure all electronic devices are turned off and put away before class begins. Cell phones, laptop computers, MP3 players, and similar devices are all distracting to other students. I do **not** allow the use of electronic dictionaries during exams.

EXAM FORMAT:

Midterms and Final exam--8 ID's, 1 essay

ID's will be selected from the terms put on the board at the beginning of each lecture. You will be asked not only to identify the terms, but also to explain their historical significance. I am impressed when students can include plenty of detailed information, but I am even more impressed when students can show how the ID terms relate to important themes discussed in this class.

Essay questions will deal with major themes discussed in the lectures. Most often, the exam question will be a generalization I have made in class with the additional word, "comment."

A student who studies hard and does the required reading should have plenty to say in response to each of these questions. You will be given 50 minutes for each midterm and two hours for the final exam. Most students will need the full time to do a good job.

What is a good job? I tell students over and over again that a good essay consists of a series of good generalizations based on the exam question and backed up with specific support from the lectures and the readings. I am particularly impressed when students include references to primary source material.

PREPARING FOR MARMORSTEIN EXAMS:

1. **Think! Do not just memorize facts.**
2. Prepare the essay questions first.
3. Come up with a fairly detailed outline for each essay.
4. Think of good topic sentences for each paragraph of your essay.
5. Use the key words of the exam question in your topic sentences.
6. Choose good supporting evidence for your topic sentences.
7. Use the appropriate ID terms in your essays.
8. Learn the ID's in context. Do not use a "flash card" approach.
9. Do not wait until the last minute to study.
10. Do spend extra time studying the week of the exam.
11. **Do not just memorize facts. Think!**

EXAM DAY INSTRUCTIONS:

Taking the exam:

- Bring a blue book. Make sure there are no pages torn out. Please place no marks of any kind on or in your blue book before I give the signal to begin taking the exams. You must have a new blue book for each exam. Don't re-use blue books.
- Use pen—blue or black ink preferred.
- Don't sit by anyone with whom you studied.
- Plan on spending the full time writing your exam.
- Always do the ID terms first.
- If you run out of time on the essay, include an outline of the material you would have covered.

- If you have extra time (very unlikely), go back and add extra info to your ID and essay responses.
- Be sure to discuss the significance of each ID term. Why is the figure/term important? How does that figure tie in to major themes discussed in class?
- Do not put all your essay information into one long paragraph. Shorter paragraphs with good topic sentences work best.

GUIDE TO READINGS:

I will give 5-8 “book” quizzes during the semester. You can earn up to five points for each quiz. Some quizzes might be done in class, but most will be take-homes and (this semester) taken via D2L. Reading through the study questions below will let you know what to look for in each of the primary source readings.

NOTE: If you are planning to use the "online" editions of these works, be sure to see the links and additional instructions on my web site.

DISCOURSE ON METHOD

I would like you to read all of Descartes' *Discourse on Method*. However, for the quiz (and to understand what goes on in lecture), you need only to have read Parts I, II, III and IV (pp. 2-21). Use the following questions as a guide for your reading.

1. Why does Descartes begin the essay the way he does? Is he serious when he says that good sense is the most evenly distributed quality in the world?
2. What subjects did Descartes study in school? What pleased him about each of these fields of study? Why was he dissatisfied with what he had learned in school?
3. What did Descartes hope to gain through traveling in various places around Europe? Why was he disappointed by his travel experiences?
4. What are the four basic steps of Descartes' Method?
5. In addition to the basic steps of the "method," what other practical advice to Descartes give those who seek the truth?
6. How does Descartes attempt to prove the existence of God and of the human soul? How convincing to you find his proof?

PENSEES

Pascal died at the age of 39, before he could put together his "pensees" (thoughts) for publication. What we have is only his partly organized notes. Some of his remarks are cryptic, e.g. "Cleopatra's nose." Don't spend a lot of time trying to figure these out. Concentrate on what you can understand. Please read as much as you can of *Pensees*. Pay special attention to the material in Section One, Parts I-V and VII-XV and Section Two, Parts II-XII (pp. 3-27, 30-66, and 121-158). Use the following questions as a guide to your reading.

1. What evidence does Pascal give to make people wish Christianity were true? What evidence does he give to show that it is true?
2. What evidence does he give to show that people without God are unhappy? How convincing is this evidence?
3. What is there about the Scriptures that particularly impresses Pascal? What is there about Jesus that impresses him?
4. What is Pascal's attitude to religions and philosophies other than Christianity? What does he find to praise? Where does he think these religions and philosophies fall short?
5. Pascal is one of the most quoted men in all history. Why do you think that is so?
6. What particularly good insights does Pascal have into the ways people really think and behave? Are there any comments you disagree with?

CANDIDE:

Please read all of *Candide*. Almost all students find this easy reading and most like the story. Some students may dislike the violence. If you find the story distasteful, you may read instead Condorcet's Progress of the Human Mind. See me for a copy. Use the following questions as a guide for your reading.

1. Why does Voltaire subtitle the book "Optimism"? What does he think of the Optimist idea that this is the best of all possible worlds?
2. What type of humor does Voltaire use in *Candide*? Are there any lines/episodes that make you laugh? Why, or why not?
3. Why would some students find *Candide* distasteful?
4. *Candide* seems to be happiest in the land of El Dorado. What makes El Dorado so wonderful?
5. Which of the characters in *Candide* does Voltaire view positively? What qualities does Voltaire seem to value most in people?

DOSTOYEVSKY:

Please read "The Dream of a Ridiculous Man" and "Notes from Underground" either online or in the Signet book Dostoyevsky: Notes from Underground, and Other Stories.

Many consider Dostoyevsky the greatest novelist of all time. He is certainly one of the greatest. Unfortunately, he is not always easy to understand, and you will probably have some difficulty here.

Please note: both of these stories are written in the "first person," i.e., from the point of view of the main character. But Dostoyevsky is not describing his own life in either of these stories. He is simply inventing characters and allowing his characters to speak for themselves.

You may find "Notes from Underground" particularly difficult. The first half of the book particularly will seem strange to you--there's no action whatsoever! The second half of the book is more straightforward, but still not easy reading. Persevere! It's worth it!

Please use the following questions as a guide for your reading.

1. Why does Dostoyevsky use "first person" narration in these stories? Why does neither character have a name?
2. Discuss the "dream" itself. How does Dostoyevsky describe the origin and progress of evil in the dream world? Why is it that this once-happy society has so much trouble going back to their earlier, happier ways?
3. What makes the "underground man" such an unattractive figure? Why does he behave as he does? Does he have any admirable characteristics?
4. What evidence does the underground man give to show that modern "believers in progress" (especially the realists) are misguided?
5. Why do you think Dostoyevsky is considered one of the greatest of all novelists? What do you think scholars find so impressive in his writing? Please place no marks of any kind on or in your blue book before I give the signal to begin taking the exams.

MIDTERM I: PRELIMINARY STUDY GUIDE

ID'S:

COLUMBUS, THE THIRTY YEARS' WAR, (HABSBURGS), THE DEFENESTRATION OF PRAGUE, (WALLENSTEIN), PEACE OF WESTPHALIA

COLUMBUS, HARVEY, COPERNICUS, TYCHO BRACHE, KEPLER, GALILEO, NEWTON

ST. BARTHOLOMEW'S DAY MASSACRE, HENRY IV, EDICT OF NANTES, MARIE DE' MEDICI, LOUIS XIII, ANNE OF AUSTRIA, VERSAILLES, LOUIS XIV

ELIZABETH I, LATITUDINARIANISM, JAMES I, GUNPOWDER PLOT, CHARLES I, CROMWELL, CHARLES II, JAMES II, GLORIOUS REVOLUTION

BOSSUET, HOBBS, (LEVIATHAN), STATE OF NATURE, LOCKE, NATURAL RIGHTS

BACON, IDOLS OF THE TRIBE, IDOLS OF THE THEATER, DESCARTES, COGITO ERGO SUM, DISCOURSE ON METHOD, MEDITATIONS

PASCAL, PENSEES, PASCAL'S WAGER, PASCAL'S MEMORIAL, FAVORITE PASCAL QUOTE I, FAVORITE PASCAL QUOTE II

CARRAVAGIO, MONTEVERDI, RUBENS, CORELLI, BERNINI, REMBRANDT, BACH, HANDEL

ESSAYS:

- (1. The 17th century began on the brink of chaos. Nearly everything taken for granted in earlier centuries had changed, was changing, or was about to change. Comment.)
2. Religion is often viewed as a force standing in the way of scientific progress and other sorts of discovery. In the 16th and 17th centuries, religious beliefs did sometimes impede the acceptance of new ideas. However, religion was far more often a spur to discovery, and the greatest resistance to new ideas came, not from religion, but from within the scientific community itself. Comment.
3. During the 16th and 17th centuries, France was troubled by the same kinds of problems as the rest of Europe-- political, economic, and social tensions made worse by religious division. Even competent rulers and officials had a great deal of difficulty trying to govern the country. Comment.
4. During the 16th and 17th centuries, England was troubled by the same kinds of problems as the rest of Europe-- political, economic, and social tensions made worse by religious division. Even competent rulers and officials had a great deal of difficulty trying to govern the country. Comment.
5. Bossuet and Hobbes make convincing cases for unlimited governmental authority. John Locke, on the other hand, makes an even better case for limiting government. Comment.
6. Sir Francis Bacon and Rene Descartes both did an excellent job in helping people find order and assurance amid the chaos of the 17th century. Comment.
7. Blaise Pascal did an excellent job in helping people find order and assurance amid the chaos of the 17th century. Comment.
8. The great Baroque artists did an excellent job helping people find order and assurance amid the chaos of the 17th century. Comment.

MIDTERM II: PRELIMINARY STUDY GUIDE

IDS:

LOUIS XIV, LOUIS XV, FREDERICK WILLIAM I, FREDERICK THE GREAT, MARIA THERESA, JOSEPH II, PETER THE GREAT, CATHERINE THE GREAT

(PHILOSOPHES), DIDEROT, CONDORCET, ROUSSEAU, (CONFESSIONS), THE SOCIAL CONTRACT, CIVIL LIBERTY, DEISM, LEIBNITZ, OPTIMISM, VOLTAIRE, CANDIDE, KANT

NATIONAL ASSEMBLY, DECLARATION OF THE RIGHTS OF MAN, (LOUIS XVI), THE CONVENTION, ROBESPIERRE, COMMITTEE OF PUBLIC SAFETY, REIGN OF TERROR, THE DIRECTORY, NAPOLEON

CONGRESS OF VIENNA, ALEXANDER I, (HOLY ALLIANCE), LIBERALISM, LAISSEZ-FAIRE, NATIONALISM, CRIMEAN WAR, REVOLUTION OF 1830, (LOUIS PHILIPPE), REVOLUTION OF 1848, LOUIS NAPOLEON, CAVOUR, (GARIBALDI), BISMARCK, FRANCO-PRUSSIAN WAR, (VICTORIA)

LEOPOLD II, (BERLIN CONFERENCE), HINDUISM, (CASTE SYSTEM), (THUGS), (KALI), SATI, BRITISH EAST INDIA COMPANY, WHITE MAN'S BURDEN, OCEAN DEVILS, OPIUM WAR, TAIPING REBELLION

ESSAYS:

1. While in some ways the 18th century was an age of enlightenment, it was not a very enlightened age. The mixture of enlightenment and folly is particularly evident when one looks at the European monarchs of this century. Comment.
2. The great thinkers of the 18th century turned to reason for answers to mankind's problems. They believed that reason would end poverty and injustice. They believed that reason would help them create the ideal social and political system. They even believed that reason would provide the ultimate answers in religion. One might even say that they carried their faith in reason to an irrational extreme. Comment.
3. During each stage of the French Revolution, the French tried to make wonderful improvements in their form of government, but, in many cases, these improvements turned out not to be so wonderful after all. Comment.
4. The 19th century in some ways merits the name "The Age of Progress." Interestingly enough, this progress came through a mixture of conservative and liberal ideas. Comment.
5. In the 18th and 19th centuries, Europeans were convinced they had a duty to share their superior ways of doing things with the rest of the world, a feeling that came to be called the "White Man's Burden." They did end up making major changes, but European attempts to change the world typically did turn out to be a burden--both for the Europeans and for the peoples they thought they were helping. Comment.

FINAL EXAM STUDY QUESTIONS

ID's:

COMTE, HEGEL, DARWIN, NIETZSCHE, MARX, ROMANTICISM, REALISM, DOSTOYEVSKY, NOTES FROM UNDERGROUND, (DREAM OF A RIDICULOUS MAN)

SCHLIEFFEN PLAN, RISK THEORY, BALKANS, TRENCH WARFARE, ARMENIANS, WOODROW WILSON, FOURTEEN POINTS, VERSAILLES TREATY

RUSSIAN REVOLUTION, LENIN, CHEKA, (GULAGS), STALIN, (FIVE-YEAR PLAN), (HARVEST OF DESPAIR), MUSSOLINI, FASCISM, (NATIONAL SOCIALISM), HITLER, HOLOCAUST, (NIGHT), (WIESEL)

(CHAMBERLAIN), (BLITZKRIEG), CHURCHILL, BATTLE OF BRITAIN, LEND-LEASE, PEARL HARBOR, HIROSHIMA, YALTA, POTSDAM, (COLD WAR), MAO TSE-TUNG, GREAT LEAP FORWARD, CULTURAL REVOLUTION

INDIA, PAKISTAN, BANGLADESH, SYRIA, LEBANON, PALESTINE, ISRAEL, (ALGERIA), CONGO [ZAIRE], (UGANDA), (RWANDA), VIETNAM, CAMBODIA

ATONAL MUSIC, ALEATORIC MUSIC, DADA, SURREALISM, CUBISM, (POP ART), (ABSTRACT IMPRESSIONISM), T.S. ELIOT, JAMES JOYCE, BECKETT, IONESCO, SARTRE, (BRECHT), (ARABEL)

ESSAYS:

1. Most 19th century European thinkers, artists, and writers were convinced that their century was an age of progress, but it is not at all clear that what some of these men called progress was such a good thing after all. Comment.
2. World War I is an excellent example of the senseless violence of the 20th century. Comment.
3. The rise of totalitarian movements like Communism, Fascism, and National Socialism is probably the most troubling development of the years following World War I. Comment.
4. The totalitarian powers promised their peoples world dominance, telling them that the democracies of the world were too weak to prevail against them. During both World War II and the following Cold War period, it often looked like they might be right, though, in the end, the "good guys" triumphed--sort of. Comment.
5. The break-up of the European colonial empires may turn out to be a good thing in the long run, but the transition from colonial rule to independence was a difficult and sometimes horrible process for the countries involved. Comment.
6. Three main tendencies of much (though certainly not all!) art, music, and literature in the 20th and 21st centuries are the following: a tendency to be less and less accessible to the average man, a tendency to glorify art itself, and a tendency to undercut rather than reinforce traditional standards and beliefs. Comment.

