Europe's past still matters: our lives (even if we do not live in Europe) today bear deep traces of the Protestant Reformation, the Enlightenment, the French Revolution, the Industrial Revolution, Imperialism, Fascism and Communism, Word Wars I & II, the Cold War, decolonization, the collapse of communism and the emergence of ethnic cleansing. This course provides a basic overview of these major events. Prominent themes are the changing experience of violence, the relationship of Europe to the rest of the world, and the tensions within and among national, ethnic and “Western” identities. This course fulfills some of the traditional goals of a Great Books Course by introducing major thinkers like Luther, Hobbes, John Stuart Mill, and Karl Marx. But we will also use other kinds of historical sources, such as personal memoirs, parliamentary debates, oral interviews and film.

Students in the class will be encouraged to comment the connections between the past and the present, and asking, "How does this history matter today?" by contributing to the class blog, The History Connection. More about the blog can be found further on in the syllabus.
Books to Purchase

T. Noble, et. al Western Civilization: Beyond Boundaries, Volume II: Since 1560 7th Edition
Karl Marx & Frederick Engels, The Communist Manifesto
Primo Levi, Survival in Auschwitz
Svetlana Alexievich, Voices from Chernobyl: The Oral History of a Nuclear Disaster

All other readings will be posted on Blackboard

Assignments and Grading

Two 4-6 page papers (20% each) due on February 22 and April 25.
Two posts for History Connection Blog, 400-600 words (10% each)
In-class Prelim (10%)
Class Participation (15%)
Final Exam (15%)

More detail about the assignments, as well as grading and academic integrity policies, are at the end of the syllabus

Schedule of Lectures, Readings, Films and Assignments

All readings should be completed in prior to your discussion section. Bring readings to discussion section with you (electronic copies are OK). However, you do not need to bring Noble, Western Civilization, with you to class.

You are responsible for seeing the films prior to discussion section the week they are shown. If you cannot attend the official class showing, you can see it in the Library on reserve. The films are also available on the internet and Netflix.

Wednesday Jan 27: Introduction to the Course: Can "Western Civilization" be Saved?

Discussion: How to interpret primary source documents, and how to write blog posts:
How to read a primary source [B]
Augustin Würzlburger: Proceedings at his Trial (1528) [B]
Newspaper articles (posted on Blackboard this week)

Monday Feb 1: The Church and the State in Medieval and Early Modern Europe
Wednesday Feb 3 Reformation and counter-reformation

Martin Luther, Concerning Christian Liberty (1520) [B]
Martin Luther, An Open Letter to the Christian Nobility of the German Nation [B]
Noble, Western Civilization II Chapter 14 [This is posted on Blackboard!]
Monday Feb 8: Wars for God and Liberty
Wednesday Feb 10: Dreams of an Absolutist State

_The Lamentations of Germany_ (1638) [B]
Matthew Carter, *A most true and exact relation of that as honorable as unfortunate expedition of Kent, Essex and Colchester* (1650) [B]
Noble, *Western Civilization II*, Chapter 15

Monday Feb 15 NO CLASS
Wednesday Feb 17: Europe and the World

Phillip du Plessis Mornay, *Vindiciae contra Tyrannos*[B]
Thomas Hobbes, *Leviathan* [B]
Noble, *Western Civilization II*, chapter 16

Monday Feb 22: Of Torture and Toleration (the Enlightenment, Part I) First Paper due
Wednesday Feb 24: Enlightened II: Enlightened Absolutism and the Origins of the French Revolution

John Locke, *A Letter concerning Toleration* [B]
Cesare Beccaria, *On Crimes and Punishments* [B]
"Catherine the Great, *Instructions* [B]
Immanuel Kant, *What is Enlightenment?* [B]
Noble, *Western Civilization II*, chapter 18 (chapter 17 is optional)

Feb 29 The French Revolution: War and Democracy
Mar 2 Ideological Consequences of the French Revolution

Joseph Emmanuel Sieyès, *What is the Third Estate?* [B]
_Declaration of the Rights of Man and the Citizen* [B]
_Edmund Burke, Reflections on the Revolution in France* [B]
_Johann Gottlieb Fichte, Addresses to the German Nation* [B]
Noble, *Western Civilization II*, chapter 19

Monday March 7: Napoleon and Metternich
Wednesday March 9: Dreams and Horrors of the Free Market

_Free Trade Controversy*[B]
_Debate on the Factory Bill*[B]
John Stuart Mill, *On Liberty* [B]
Noble, *Western Civilization II*, chapter 20

Monday March 14 The Revolutions of 1848
Wednesday March 16 The Darwinist World Picture

Marx & Engels, *The Communist Manifesto* (Parts I and II)
Noble, *Western Civilization*, chapters 21-22
Monday Mar 21 Socialism and Anti-Semitism
Wednesday Mar 23 In-Class Prelim

*No reading or discussion this week*

**Spring Break**

Monday April  4: The New Nation States and the New Nationalism
Wednesday Apr  6: Imperialism

Friedrich Fabri, *Does Germany Need Colonies?* [B]
Joseph Chamberlain, *Speech to the Birmingham Relief Association* [B]
Richard Meinertzhagen, *Diary entries, 1902-1906* [B]
Rudyard Kipling, *The White Man's Burden* [B]
George Orwell, *Shooting an Elephant* [B]
Noble, *Western Civilization II*, chapters 23-24

Monday April 11 WWI  [Showing of *Triumph of the Will* this week, time and place]
Wednesday April 13 Fascism

Benito Mussolini, *Political and Social Doctrine of Fascism* [B]
Adolph Hitler, *Mein Kampf* [B]
Documents on Nazism: Manifesto of NSDAP, documents from Reich ministry of Propaganda, Foreign Policy Program [B]
Film: *Triumph of the Will* [class showing this week, also available on reserve]
Noble, *Western Civilization II*, chapter 25-26

Monday April 18 Communism
Wednesday April 20 WWII and the "Final Solution"

Rudolf Hoess, *Autobiography* [B]
Levi, *Survival in Auschwitz*
Noble, *Western Civilization II*, chapter 27

Monday Apr 25: Decolonization and Colonial Resistance  (Second 4-6 page paper due). Film showing this week
Wednesday Apr 27: Never Again? Coming to Grips with the Horror

Film: *Battle of Algiers*  [class showing this week, also available on reserve]
Noble, *Western Civilization II* chapter 28

Monday May 2: The Cold War
Wednesday May 4: The Fall of the Soviet Union

Svetlana Alexievich, *Voices from Chernobyl*
Noble, *Western Civilization* Chapter 29
Monday May 9: Identities: National, Ethnic, European
Wednesday May 11: Wrap up
Noble, Western Civilization, Chapter 30

Final Exam date and time will be announced when Cornell University makes them available. These are determined by Cornell University.

More about the Assignments, Class Rules and Policies

Academic Integrity
Students should be aware of Cornell’s Code of Academic Integrity, especially those sections relating to plagiarism. You should have received a booklet when you arrived on campus. The Academic Integrity Code is at http://cuinfo.cornell.edu/Academic/AIC.html

Violations of the Code of Academic Integrity will result (depending upon severity) in failing the assignment or failing the course.

You are highly encouraged to look at Cornell's web-page on plagiarism and do their very enlightening exercises: http://plagiarism.arts.cornell.edu/tutorial/exercises.cfm

Attendance policy (for sections)
Because Cornell University does not allow us to ask you for notes from a doctor proving that you were sick, we cannot distinguish between absences caused by illness and absences caused by something else (sports event, job interview, failed alarm clock, funeral, early departure for Spring break, etc). Therefore, we will treat all absences regardless of the cause. You are allowed two absences from section during the semester without penalty, and with no questions asked. More than two absences will negatively affect your final grade (the more absences, the worse the effect). If you believe that a medical issue may cause excessive absences, please notify your section leader immediately.

If you are unable to attend the section for which you are regularly signed up but can attend a different section that week, please do so. Section times and locations are listed at the top of this syllabus. Make sure to inform the instructor that you are switching.

Attendance will not be taken at lectures. However, please be aware that missing lectures may reduce your ability to comprehend readings and may also negatively affect your performance on exams. Lectures do not just repeat what is said in the textbook. It is worth your time to come to them!

Laptops and Devices.
I encourage you whenever possible to put away your laptops and take notes by hand. Recent research in cognitive psychology suggests that students retain and understand material better if they do NOT take notes on a computer during lectures.

If you choose to use a laptop anyway, disable the internet connection when you come to class so that you don't get distracted or distract others. Reading email or Facebook, surfing, playing games, or texting are strictly prohibited in the classroom.
What do we expect from you? A Short Guide to the Assignments on which grades are based

**Class participation.** To get a good class participation grade, you should prepare in advance for discussion section: do the readings carefully, and think about the questions for discussion that were posted in advance. Your comments in class should demonstrate a knowledge of the assigned readings (please note, though, that if you have difficulty understanding the readings, asking questions about them also counts as “informed participation”). How well you listen and respond to your fellow students also affects your class participation grade. You are expected to have copies of the readings with you in class (it is OK to have them downloaded on your computer).

**4-6 page papers** will focus primarily on one or more of the primary source readings assigned for weekly discussions. Topics will be distributed two weeks in advance of the due date for each paper, and you will have a choice of topics. These papers will allow you to show how well you can use primary source documents as evidence to support an argument. Please note that the policies regarding academic integrity (described above) will be strictly enforced.

**Blog Posts: The History Connection** is a blog written by and for students in History 1511. The blog posts you write will draw connections between the history we are studying in the class and the issues that face us as people living in the modern world. Your posts should tell readers how the history you have learned gives you a better understanding of something occurring in the present, OR how current events or debates might give you some new insights into or questions about the past. You can choose to talk about the differences between the past and the present, or the similarities. You can talk about how myths about the past shape how people think and act in the present. There are endless possibilities, and creativity is encouraged. However, it is important to remember that the most important task in a blog post is to make a connection between the readings, lectures and discussions in the course and the modern-day topic you are writing about. This means that you will have to spend a large portion of your blog post talking about history.

You may draw your modern world material from anywhere, but we will post a few thought-provoking articles or links each week that you are welcome to use as a point of departure. Those links will be posted on **Professor Weil's Page** on the blog site.

Blog posts should not contain more than 600 words of text (about two pages double-spaced), but you can also include links and images.

Each blog post will receive light editorial attention, and then be given back to you for a rewrite before being posted. We will make suggestions to help you improve the clarity, style, spelling and grammar of your post, but we will not try to make you change the content of your post, provided it meets basic requirements for the blog post assignment (that is, it makes substantial reference to course material and connects historical and present-day questions or phenomena). Only blog posts that receive a passing grade can be posted. The grade for the blog post will be based on the rewritten post, not the first draft.

**Prelim and Final:** Both will have short answer and essay questions and be based on lectures and readings. The best way to prepare for them is to come to all classes, lecture and section, consistently and to take good notes! Study guides will be distributed in advance of each test.