

## Western Civilizations II History 126-05

Spring 2018  
 Meeting Room: 135 OSH  
 Meeting Times: 1:00 -2:00 PM MWF  
 (1891)                      Syllabus updated on 15 January 2018

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### Office Hours:

Mondays: 2:00-3:00 PM  
 Tuesdays: 8:30-9:30 AM  
 Wednesdays: 2:00-3:00 PM  
 Thursdays: 8:30-9:30 AM  
 Fridays: 11:00 AM-12:00 PM

Happy to schedule appointments outside these times as well; just contact me.

### Email Etiquette:

- always include the topic of your email in the memo line
- never send an assignment by email unless specifically instructed to do so
- never assume that I read my email more than once a day, or that I will respond immediately when you send a message
- to receive a timely response to your questions, you should call or see me during my office hours
- the lack of planning on your part does not constitute an emergency on my part

**Learning and teaching is a shared responsibility between the professor and the students.** My responsibility as the teacher is to provide expert knowledge and a stimulating environment in which to learn, identify learning goals and create learning and teaching activities to help you achieve them, and to offer timely, useful feedback on your progress as you test your competencies. Your responsibility as the learner is to always be prepared for class, successfully complete reading and writing assignments in a *timely and thoughtful manner*, become engaged with the readings and ideas generated in the classroom, and to learn, that is to create new pathways in your brain that allow you to recall lessons (including content) and apply skills that will serve you well as a citizen.

### Learning Goals or Outcomes:

### How the goals will be accomplished:

Students will identify and distinguish between important historical developments and movements, events, and actors relevant to the regions and periods covered by this course.

→ →

By composing responses to the Writing to Learn exercises; preparing for quizzes on foundational knowledge; reading, discussing and analyzing primary and secondary sources.

Students will practice interpreting the past in historical context.

→ →

Students will interpret historical evidence (from primary and secondary sources) regarding Western Civilization since 1648.

→ →

Students will compare and contrast different forms of evidence regarding Western Civilization since 1648.

→ →

Students will formulate and compose clear and logical arguments that answer significant historical questions regarding topics in Western Civilization.

→ →

To advance convincing historical interpretations orally and in writing that fulfill the standards of the profession.

→ →

To participate in discussions and engage in writing assignments

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To assess the accomplishments and failings of Western Civilization since 1648.

To participate in discussions and engage in writing assignments

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### Communication:



All course materials are found in **BOLT** <https://bolt.bloomu.edu>. All written communication is completed through your BU email address so you must access that account routinely. Any alterations to the course syllabus, meeting times, etc will be announced as a news item in BOLT and with a group email @huskies.bloomu.edu. Please ask questions if any instruction is ever unclear. I maintain a web site on learning and teaching history: <http://facstaff.bloomu.edu/lstallba>. You will find useful tutorials about how to write history essays, reading tips, etc. In addition, I will have the most updated syllabus available there in case you are having difficulty accessing it through BOLT.



### Technology Requirements & Policies



- If you struggle accessing material through one browser, try a different one. (Safari is notoriously unreliable.)
- If you are sent video feedback, I use Screencast.com, and some web browsers will block this content. Know how to change these settings to unblock.
- Be sure you routinely update Java script and internet browsers.
- High-speed internet (no dial up) to stream recorded lectures and view documentaries. Be aware that wireless connections can be slower.
- You need to know how and are able to access all course materials from BOLT.
- Some course materials are Flash or pdf and not supported by some Apple products (your problem not mine).
- Use Microsoft Word to upload all written work to BOLT or to me (i.e. file extension is a .doc or .docx) or use odt. Failure to upload a word document that I can open with ODT or .doc or .docx will result in withholding your grade for that item.



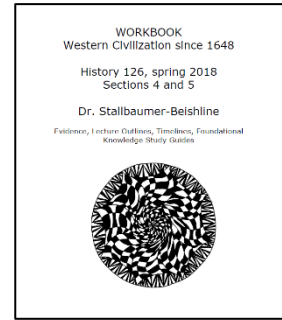
#### Mobile Technology Policy

**Put your cell phone** in silent mode upon beginning class and keep it in your pocket, purse or school bag or place face down on your desk. By the way, leaving class to answer a cell phone call or to text a message is an equally inappropriate use of class time. You are demonstrating an inability to exercise self-control and prioritize. Cut the cords, be independent and avoid addictive behavior! (if you are on-call for your job, you need to make me aware of that.)

Attempting to multi-task is not possible to accomplish successfully; from my perspective, it shows a lack of engagement in the subject matter. In short, it is not conducive to learning.

If you bring a laptop, tablet, etc., please have a G-rated screen saver. You should not access games, check or send emails, tweet, Instagram, check facebook, etc. If I even SUSPECT from your facial features that you are multitasking or not paying attention to the course, I will ask you to never bring it again. Of course, you are permitted to use them for class related activities.

**Consequences?** You may be asked to leave the class if you are suspected or found to be violating the above policies. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.



## Required Text

***Western Civilization since 1648*** (Workbook) available for purchase at the University Store.

- This includes evidence regularly assigned and discussed in class; lecture outlines, timelines, foundational knowledge study guides (FKSG).
- We have no textbook so taking lecture notes and attending class are crucial.

**Two reading assignments**, will be randomly assigned and must be downloaded from BOLT → Content → Required Readings

- **The French Revolution:** Human Rights (You will be reading either Group A, B, or C) (Introduction is located in *Western Civilization since 1648* (photocopy packet)
- **Four Lives in Auschwitz** everyone reads the introduction in *Western Civilization since 1648* (photocopy packet) and then a random drawing will assign to read substantial excerpts from one of these four memoirists: Olga Lengyel, Gisella Perl, Shlomo Venezia, or Elie Wiesel)



**Always read from a hard copy of the materials!**

**Always bring a hard copy to class!**

**It improves your learning and hence your grade!**

As you contribute to discussion, you are going to be asked to share page numbers, read passages, etc.

## Assessment of Student Learning



**Deadlines for WTLs, Exams, and Readings are Listed in the Class Calendar below.**

### Attendance

You are expected to attend class but you earn no points simply for being present. Consult the policies section for more about attendance and excused absences.

### Participation (Tentatively to be worth up to 30 points total)

- We will discuss the meaning and interpretation of primary (documentary) sources on specific subjects to arrive at responses to historical questions.
- Naturally, you are expected to have studied, not just read the material assigned.
- Discussion allows students to think through the material with their classmates; the professor serves as a facilitator.
- Preparing for participation will improve the quality of your work on the Writing to Learn assignments.
- Historians build a community of knowledge by engaging in dialogue about the subject matter. We are not usually trying to reach consensus. We are trying to develop

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plausible interpretations of the past given the information (documents from the past; other historical interpretations) available. Plausibility is outlined by the standards of the profession. Through discussion, we have the opportunity to test our ideas and raise questions. Discussing texts in class allows you to engage in a similar dialogue and to test your understanding.

- Questions to guide your reading are found in the Course Calendar. Discussion is not limited to those questions; in most cases, these questions are the focus of your Writing to Learn assignments.
- Always have the discussion material in front of you; be prepared to explain how you arrived at an interpretation or why you are raising questions by making reference to specific documents, page numbers, paragraphs.
- In order for everyone to benefit from discussion, everyone should be engaged. If you have a serious and legitimate problem with shyness, you should discuss this with me at the beginning of the semester. Or if you tend to learn best by listening, then we need to discuss this.
- How is discussion graded? Participation can take the form of responding to questions posed by the professor or your classmates; asking questions to clarify any confusion that you have about the content of the readings or the ideas they generate; offering your interpretation of questions and documents.
- You are allowed to drop your two lowest discussion grades at the end of the semester. Use these wisely for sick days, excused absences, or when you are having a bad day. (These will be automatically calculated at the end of the semester.)
- You earn 0-2 points for each day of participation in which we have full class discussions.
  - 2 points: you are expected to contribute routinely (no magic number but I do keep a tally). Your contributions are relevant to the topics; informed by the assigned readings; you demonstrate effective listening skills by responding to classmates and not dominating the discussion. You support interpretations or questions by referencing the text. You remain engaged throughout.
  - 1.75 points: Minimal but relevant contributions; still informed by the readings.
  - 1.25 point if you attend but do not contribute though "appear" prepared (judgment call on my part).
  - 0 points if you miss class sleeping in class, texting, using your laptop or tablet for non-class related things.

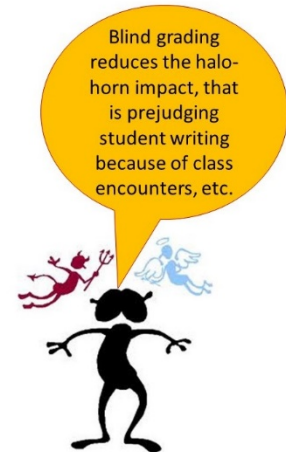
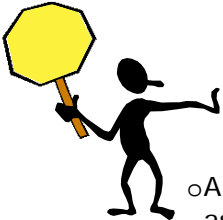
**Note:** if you attend and remain alert, yet never contribute, the most that you can earn is a D-level grade.

### Writing to Learn WTL Exercises (0-5 points each; 0- 40 points total)

- These are informal writing assignments in which you respond to the questions posed and supported with discussion/analysis of the evidence.
- Questions listed below in a table.
- **Informal does not mean slipshod work thrown together at the last minute.** By **informal**, I am not suggesting that you write a creative essay that is a stream of consciousness and a collection of random thoughts.
- **Informal means:** your response to the questions offer interpretations that are supported with evidence from the assigns readings.
- **Informal means:** Do NOT write intros or conclusions; do not get hung up on word choice, segues, or topic sentences though higher scores awarded to the more articulate responses.

See pages 8-11  
of "Doing  
History" for  
writing and  
citing.

- The questions encourage you to think about the entire reading, and sometimes single documents.
- **Know your Audience?** Your responses should be written so that any intelligent person, possessing a limited understanding of the subject matter, could comprehend. In short, do not assume the reader knows the course, its content or the reading assignment. On another level, understand that the primary reader of your WTLs, me, knows what kind of sources you had at your disposal to support your interpretation.
- This assignment is based on the premise that writing about what you have read is a means of thinking through the material. Often the process of writing generates new thoughts.
- You get to drop your two lowest Writing-to-Learn Exercises (failing to submit is recorded as a zero). **If you submit all 10 WTLs and earn at least 3 points on each, then you will be awarded 3 bonus points at the end of the semester.**
- **No late** assignments accepted; only hard copies are read and graded.
- **Should you cite your sources?**
  - Any idea not your own, and that is not common knowledge (stated by three or more people; routinely found in textbooks or encyclopedias) should be cited as a footnote or in parenthesis so that your work can be retraced.
  - Cite even if you are paraphrasing or summarizing.
  - Quotation marks must encase verbatim passages to signal the reader that these are not your words.
  - You must authentically paraphrase, not just change every third or fifth word, and declare that you are putting the ideas into your own words.
- **Details for Format:**
  - Single Spaced, about 1 page in length, not to exceed 2 pages single-spaced
  - Number the questions to organize your responses.
  - Font: (Typed, single-spaced, Verdana 10 point font; Calibri 11 point font; or Times New Roman 10 point font.).
- **Details for Submission:**
  - Bring a hard copy to class with your name written on the back of the page so that I may grade blindly.
  - **If you do not attend class, it is your responsibility to get a hard copy to me by the time that class begins.**
  - Also, upload a copy to BOLT before class begins that day as a word document (ending in .doc or .docx) or as ODT. This is done to reduce the potential for plagiarism. Failure to submit to BOLT in the word document or ODT format will lead to your grade being withheld. Mac/Apple users are responsible for resolving the obstacles created by not using a PC.
  - **Please note:** I do not check BOLT submissions until I am ready to record grades. **So if you only submit through BOLT, I consider this as a non-submission.**



WTL	Questions
WTL 1	<p>Responses to the questions should not simply be your sentiment but informed by "Doing History," and supporting your opinion with specifics:</p> <ol style="list-style-type: none"> <li>1. How might the study of history contribute to developing skills that will serve you well in any context and help develop lifelong learning skills?</li> </ol>

	<ol style="list-style-type: none"> <li>Given what you have read about "Doing History," identify one study skill that is your strength, and one that you can work on for this course?</li> <li>How can history be dangerous?</li> <li>In contemplating how historians determine significance, in your opinion, what factors do you believe are essential to determining significance? Illustrate with an example from the past.</li> </ol>
WTL 2	<ol style="list-style-type: none"> <li>Explain at least two reasons why Herbert Butterfield believes that the Scientific Revolution occurred.</li> <li>Explain at least two reasons why Steve Shapin rejects the Scientific Revolution.</li> <li>In looking at the criteria for determining significance, in "Doing History" (pp. 4-5), what factors shaped Butterfield's and Shapin's interpretation of the Scientific Revolution?</li> </ol>
WTL 3	<ol style="list-style-type: none"> <li>Emmanuel Chukwudi Eze, who edited <i>Race and Enlightenment</i>, originally intended the book to be entitled, "Racist Enlightenment." Given the sources that you read and the introduction, which title is more appropriate and why? Provide specific examples from the sources to support your claims.</li> <li>Given the enlightenment views about race and racism, what is the likelihood that Enlightenment philosophers would support the end of slavery or the extension of voting rights to people of color? Explain why.</li> <li>The Scientific Revolution and the Enlightenment are highlighted as essential turning points in European history. In looking at the criteria for determining significance, drawing upon lecture, and the sources, which event, if either, is more significant? Be sure to support your claims and explain why.</li> </ol>
WTL 4	<ol style="list-style-type: none"> <li>What are the arguments for and against your group being extended human rights? <ul style="list-style-type: none"> <li><input type="checkbox"/> Write 2 separate paragraphs labeled "For" and "Against."</li> <li><input type="checkbox"/> The first paragraph will summarize the <u>best evidence</u> that you can give <b>FOR</b>, or in support of, the statement. (what is best is a judgment call)</li> <li><input type="checkbox"/> The second paragraph will summarize the <u>best evidence</u> that you can give <b>AGAINST</b> the statement. (what is best is a judgment call)</li> <li><input type="checkbox"/> Include convincing evidence; each statement in favor or against should have at least one if not two corroborating examples or evidence.</li> <li><input type="checkbox"/> Do not just identify the evidence; <u>explain</u> how the evidence you present supports or undermines the statement.</li> <li><input type="checkbox"/> Show me what you know! Be as detailed as possible, with as much balance between the two sides as the statement permits.</li> <li><input type="checkbox"/> You are not being asked to take a stand on the issue, just show that you understand the arguments for and against about extending human rights to either Group A (Religious Minorities and Questionable Professions), Group B (Free Blacks and Slaves), Group C (Women).</li> <li><input type="checkbox"/> Write legibly in complete sentences.</li> </ul> </li> <li>In considering the positions taken by all participants (Groups A, B, C), what do you learn about the similarities and differences between the proponents and opponents to the expansion of the Declaration of Rights of Man and Citizen?</li> </ol>
WTL 5	<ol style="list-style-type: none"> <li>What were the motives of the imperializers?</li> <li>Writing in the 1970s, French sociologist Jacques Ellul rebuked westerner intellectuals who entertained the "silly attitude . . . [of] hating their own world and then illogically exalting all other civilizations." While he admits that western powers did not always live up to their ideals, he argued that</li> </ol>

	<p>they made one contribution to the world. He wrote: "The whole of the modern world, for better or for worse, is following a western model; no one imposed it on others, they have adopted it themselves, and enthusiastically."<sup>1</sup> How would Kumalo and Naoroji respond to this statement (careful, it is more complex than you realize)?</p> <p>3. In contemplating the eras and events that we have studied thus far, and drawing upon what criteria we might use to determine significance, explain which event or era is most significant and why.</p>
WTL 6	<p>1. What do Mary Astell, Mary Wollstonecraft, Harriet Taylor Mill, and Emmeline Pankhurst believe is the cause of women's oppression?</p> <p>2. What are their solutions to ending oppression? Be careful not to oversimplify or overgeneralize across time.</p> <p>3. How does the context in which each author lived and her own experiences shape her perceptions of obstacles and resolutions?</p>
WTL 7	<p>1. Given what you learned from lecture, excerpts from Brian Orend, the Hague Convention, and the documentary evidence presented on the PowerPoint Slides about the July Crisis and just cause for war, judge which of the following countries abided by just cause, if any:</p> <ul style="list-style-type: none"> <li>o Austria-Hungary,</li> <li>o Serbia,</li> <li>o Germany, and</li> <li>o Russia</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-left: 40px;"> <p>Remember: multiple criteria should be met to label an action as abiding by "just cause" and you should corroborate.</p> </div> <p>2. Were some countries more responsible than others?</p>
WTL 8	<p>1. Where do we see aspirations for totalitarianism in <u>each</u> source? Explain how your example illustrates totalitarian tendencies.</p> <p>2. Why would the Nazis prefer to win over all Germans rather than control them?</p> <p>3. Drawing upon lecture notes and sources, why would the Germans find totalitarianism appealing?</p>
WTL 9	<p>1. Summarize the "wrong war" thesis advanced by the documentary, <i>The Nazis a Warning from History, the Wrong War</i>.</p> <p>2. The sources and facts as evidence below focus heavily on Germany, and more specifically Adolf Hitler's perceptions of Great Britain between fall 1937 (the Hossbach Conference) and August 1939 (on the eve of the Nazi Soviet Non-Aggression Pact). What do the documents reveal about Hitler's perceptions of the British and the potential for war against the British?</p> <p>3. Does the textual evidence support or refute the "wrong war" thesis advanced by the documentary? Support your response by analyzing the evidence and the documentary film.</p>
WTL 10	<p>1. Some historians believe that the final solution was intended at least from the beginning of the war in Europe, still others would say from the time Hitler developed into an anti-Semite in his youth. Other historians believe that the decision was made in incremental steps as the Nazis "Jewish problem" increased in numbers with the German acquisition of territory between 1939-1942. Which interpretation appears more convincing given the evidence?</p> <p>2. In thinking about potential decisions-makers in the origins of the decision to exterminate European Jews, how important was Hitler in comparison to other leading Nazis?</p>

<sup>1</sup> Jacques Ellul, "The Betrayal of the West," in *Sources of the Western Tradition*, vol. II: *From the Renaissance to the Present*, 5<sup>th</sup> ed., ed. Marvin Perry (New York: Houghton Mifflin, 2003), 524-528. Copyright 2018 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

WTL Rubric		(updated 16 January 2018)
5 Points	<input type="checkbox"/> Fully answers the questions. <input type="checkbox"/> Student understands text, context, and subtext; evident in word specificity, dates, details <input type="checkbox"/> Supports response to each question with <u>two pieces</u> of corroborating examples that are <b>best</b> evidence. <input type="checkbox"/> Does not ignore evidence that could undermine response to question. <input type="checkbox"/> Accurately interprets and represents the sources (room for minor errors). <input type="checkbox"/> <b>Qualitatively superior</b> as evident in word choice, use of details, articulation <input type="checkbox"/> Sophisticated, creative, highly plausible response to the question(s). <ul style="list-style-type: none"> <li>• Uses multiples sources, when available to respond to questions</li> <li>• Uses source introductions or lecture to help determine context or subtext, but avoids depending on these to respond</li> <li>• Notices that some sources might be more reliable or relevant in response (conversely avoids using every single document simply because they are there)</li> <li>• Integrates author or title of quotation into discussion of evidence</li> <li>• Does not just report on text to support interpretation but names sources within WTL</li> </ul> <input type="checkbox"/> An outsider, without knowledge of material, would be persuaded. <input type="checkbox"/> Use of details, dates, names shows mastery of context (probably making connections between foundational knowledge study guides and sources) <input type="checkbox"/> Incorporates and explains quotations to help reader visualize and to persuade.	For a passing grade of 3 points or higher: <ul style="list-style-type: none"> <li><input type="checkbox"/> Avoids inauthentic paraphrasing or plagiarism.</li> <li><input type="checkbox"/> Cites ideas</li> <li><input type="checkbox"/> Cites quotations, paraphrases not their own and not conventional knowledge.</li> <li><input type="checkbox"/> Places verbatim passages into quotation marks</li> </ul>
4 points	<input type="checkbox"/> Same as above but articulation cannot be described as excellent though ideas are clearly expressed. <input type="checkbox"/> Student comprehends text and context; evident in word specificity and use of dates suggests. <input type="checkbox"/> Corroborates but an insider would be aware of better evidence. <input type="checkbox"/> Reports on everything in the sources in a knowledgeable, excessively thorough manner but suggests student struggles with corroborating with best evidence. <input type="checkbox"/> Does not ignore contrary evidence but treats all evidence as equally reliable and relevant. <input type="checkbox"/> May misrepresent or misinterpret sources in isolated places that suggest a bit of struggle. <input type="checkbox"/> An outside reader would be persuaded but might have a question or two. <input type="checkbox"/> Might incorporate quotations to help reader visualize but not with regularity or best evidence.	<div style="border: 2px solid orange; padding: 10px; width: fit-content; margin: auto;"> <p>See pages 8-11 of "Doing History" for writing and citing.</p> </div>
3.5 points	<input type="checkbox"/> An outside reader might struggle because in isolated places details are lacking or evidence not wholly convincing or fully developed (an insider gets it) <input type="checkbox"/> Answers all the questions, but might ignore <input type="checkbox"/> contrary evidence or <input type="checkbox"/> obvious evidence or <input type="checkbox"/> not fully explain what the evidence proves <input type="checkbox"/> Comprehends text, but may struggle with context or subtext. <input type="checkbox"/> Misrepresents or misinterprets sources that suggest isolated struggles. <input type="checkbox"/> Lacking specificity in word choice, terminology, not anchoring with dates. <input type="checkbox"/> Does not consistently identify or distinguish sources by naming authors or identifying source. <input type="checkbox"/> Responds in an informative manner, but minimally supports or corroborates. <input type="checkbox"/> Responds to questions but not evenly suggesting that student has not fully mastered the content. <input type="checkbox"/> Overgeneralizes or oversimplifies from the sources. <input type="checkbox"/> Some claims might need clarification/elaboration; reader has questions. <input type="checkbox"/> Word choice is competent but too vague for an outsider to comprehend.	
3.0 points or lower (not all may apply)	<input type="checkbox"/> Identifies or describes evidence but does not explain how it supports response to question. <input type="checkbox"/> Offers answers to the questions but does not support with evidence giving the appearance of empty claims. <input type="checkbox"/> Misrepresents or misinterprets suggesting major struggles, difficulties in reading comprehension. <input type="checkbox"/> Even an insider with knowledge is struggling to comprehend; an outsider is lost. <input type="checkbox"/> Does not respond to the question(s) posed. <input type="checkbox"/> Response does not appear informed by the readings.	

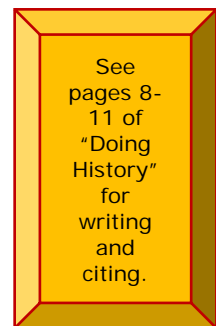


<input type="checkbox"/> Struggling with text, context, and subtext. <input type="checkbox"/> Regurgitating ideas brought up in class, not informed by the readings. <input type="checkbox"/> Response is informed by the introductions or lectures, and not a reading of the assigned sources. <input type="checkbox"/> Stringing together quotations. <input type="checkbox"/> Incoherent. <input type="checkbox"/> Fails to use assigned sources.	<input type="checkbox"/> or plagiarism.
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**One Life in Auschwitz: Museum Exhibit (0-10 points)**

You are an intern at the United States Holocaust Memorial Museum, and you have been assigned to a forthcoming exhibition: "The Lives of Auschwitz." You and several other interns have each been assigned a memoir written by an Auschwitz inmate. You have been told to identify and summarize at least three experiences, events, or themes that epitomize that memoirist's time in Auschwitz, teach audiences about the inner workings of this concentration camp and killing center, or provide lessons about human nature. Each of the three experiences, themes, or events that you believed should be highlighted, must be accompanied with one quotation that can be incorporated into the exhibit. (Be sure to cite page numbers.) What you write must be comprehensible to an audience that has no familiarity with the memoir, but it does not have to be polished prose. Remember we are at an informal stage here in the project. Don't worry about biographical sketches; the Director of Interns and the project director will take on this task. The Intern Director is depending upon your ability to focus on the essentials and not necessarily the first event that you encounter.

**NO LATE WORK ACCEPTED** because our in-class discussion depends upon you sharing this content to your classmates who have not read the material. You all will need this information for all four lives to prepare for the final exam.



**Submission Details:**

- Bring a hard copy to class with your name written on the back of the page so that I may grade blindly.
- Also, upload a copy to BOLT before class begins that day as a word document (ending in .doc or .docx) or as ODT. Failure to submit to BOLT in the word document or ODT format will lead to your grade being withheld. Mac/Apple users are responsible for resolving the obstacles created by not using a PC.
- Single Spaced
- Font: (Typed, single-spaced, Verdana 10 point font; Calibri 11 point font; or Times New Roman 10 point font.).

The project director has provided one example for the memoir by Primo Levi, *Survival in Auschwitz*. Note that she records page numbers in parenthesis. In this example, I have identified a single theme and supported with examples. I would still need to write about either two more themes, experiences or events to give the director enough material with which to work.

Theme 1	Potential Quotation for Exhibit
How did inmates make it from day to day? This a theme that Primo Levi discusses in several parts of his memoir. For example, upon arriving at the camp and suffering humiliation, he does not believe this proved he had a "will to survive," just that he was not capable of realizing what complete unhappiness was because it is not in our nature, so he could not comprehend that he should just stop living right there and then. (17) Levi expresses himself more clearly when he writes about a	"For human nature is such that grief and pain – even simultaneously suffered do not add up as a whole in our consciousness, but hide, the lesser behind the great, according to a definite law of perspective. It is providential and is our means of surviving in the camp. And this is the reason why so often in free life one hears it said that man is never content. In fact it is not a question of a human incapacity for a state of absolute happiness, but of an ever-insufficient knowledge of the

<p>“good day” thankful that wintery conditions have passed though they are still hungry. Levi calls this the “law of perspective.” (73) He illustrates this more clearly in a later chapter when he describes being cold and wet in November 1944, but relieved because it was not windy so that his clothes would not turn to ice. He writes, “Strange, how in some way one always has the impression of being fortunate, how some chance happening, perhaps infinitesimal, stops us crossing the threshold of despair and allows us to live.” (131) Is this hope?</p>	<p>You are <u>NOT</u> required to use a table format; I chose this to make formatting easy for syllabus.</p>
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<b>Rubric for Four Lives in Auschwitz Museum Exhibit</b> <span style="float: right;">(updated 18 January 2017)</span>	
<p>9-10 points</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not get lost or overwhelmed by the traumatic details</li> <li><input type="checkbox"/> Reveals understanding of text, context, and subtext</li> <li><input type="checkbox"/> Choices will shed light on the inner workings of Auschwitz <b>and/or</b></li> <li><input type="checkbox"/> Choices will shed light on lessons about human nature</li> <li><input type="checkbox"/> Able to recognize at least one major theme</li> <li><input type="checkbox"/> Choices reflect a deep reading of the memoir</li> <li><input type="checkbox"/> Articulate word choice, just the right amount of detail, and clearly written</li> <li><input type="checkbox"/> An informed reader will find your quotations represent best evidence</li> <li><input type="checkbox"/> The Intern Director will have no questions on what you identified as essential</li> <li><input type="checkbox"/> No evidence of plagiarism or inauthentic paraphrasing</li> <li><input type="checkbox"/> Follows assignment guidelines</li> </ul>
<p>8 point range</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Still not getting overwhelmed by the traumatic details but you may struggle a bit with relating to inner workings of Auschwitz or human nature</li> <li><input type="checkbox"/> Choices reflect an ability to recognize what is important to the memoirist but may not be made wholly relevant to a visitor to the museum</li> <li><input type="checkbox"/> Word choice and amount of detail suggests a comprehension of text, but struggling with context or subtext</li> <li><input type="checkbox"/> An informed reader might question if your quotations (or at least all three) are the best evidence or most representative</li> <li><input type="checkbox"/> The Intern Director will have a question on what you identified as essential, but likes what you bring to the table</li> <li><input type="checkbox"/> No evidence of plagiarism or inauthentic paraphrasing</li> <li><input type="checkbox"/> Follows assignment guidelines</li> </ul>
<p>7 point range</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> You are getting lost in the details of the traumatic events, but you are knowledgeable about the text</li> <li><input type="checkbox"/> Word choice, articulation, details mentioned suggest you may need to consult with others to clarify what is happening, but still you have read the material (e.g. misuse of terms)</li> <li><input type="checkbox"/> An informed reader will definitely question if the quotations that you want to highlight are the best choices</li> <li><input type="checkbox"/> The Intern Director will have questions and suggest you work with a fellow intern in more depth</li> <li><input type="checkbox"/> No evidence of plagiarism or inauthentic paraphrasing</li> <li><input type="checkbox"/> Follows assignment guidelines</li> </ul>
<p>6 point range</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Fulfills minimally the assignment and does not plagiarize or inauthentically paraphrase</li> </ul>

	<input type="checkbox"/> Intern director will question if you completed the readings or if you contemplated the readings.
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**Online Quizzes (2 each worth up to 10 points; 0-20 points total)**

This course is organized around developing historical skills. In order to imagine the past revealed in documents, you also need to know some foundational knowledge: essential facts and sequence of events. To encourage your retention of this foundational knowledge, we will develop study guides as we study the documentary evidence and the facts about the documents. In addition to assigned readings, lecture topics are also fair game for the quizzes. To develop notes for the quizzes, you should make use of the Foundational Knowledge Study Guides (FKSG) and Timelines.

- Two Online Quizzes**
- Will be timed (about 20 minutes), but each quiz will be open for several days.
  - You will only have one chance for each quiz.
  - Combination of matching, fill-in-the-blank, ordering events, multiple choice, or short answer.
  - No make up for missed quizzes.
  - Each worth up to ten points.
  - Consult the course calendar for when the online quizzes will be available to take.
  - Results will be released after the quiz deadline has passed.

**Cumulative Final Exam (tentatively to be worth up to 30 points)**

- **Essay:** Out of the events that we studied, which three are most significant and why? (worth 10 points)
- Objective portion that could be a combination of ordering events, multiple choice, matching, fill-in-the-blank about foundational knowledge generated from studying documents, knowing their context, and listening to lectures. (between 10-15 Points)
- Paragraph length response to questions from between 5-10 points):
  - o Four Lives in Auschwitz (content shared from the Jigsaw activity)
  - o European Identify and the Iraq War
- I am still pondering the option of a crib sheet in which you make notes about significant events.

**Grading Scale**

Grades are earned and not based on "effort"; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (the points will approximately add up to 130). A letter grade will be based on the percentage of total points earned. I try to update the BOLT gradebook periodically.

<b>A Range</b>	<b>B Range</b>	<b>C Range</b>	<b>D Range</b>	<b>F Range</b>
A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-93%	B 84-86%	C 74-76%	D 60-66%	
	B- 80-83%	C- 70-73%		



**Policies**

Copyright 2018 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.

**Integrity, simply defined, is doing what is right even when no one is looking.  
Do not make a mockery of individual achievement.  
Take pride in your work and respect others' work.**

**You are expected to be familiar with the following university policies:**

### **Academic Integrity**

Academic dishonesty includes: cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these examples of academic dishonesty, consult Bloomsburg University's

[http://www.bloomu.edu/policies\\_procedures/3512](http://www.bloomu.edu/policies_procedures/3512)

### **Student Disruptive Behavior Policy**

[http://www.bloomu.edu/policies\\_procedures/3881](http://www.bloomu.edu/policies_procedures/3881)

### **Attendance Policy**

[http://www.bloomu.edu/policies\\_procedures/3506](http://www.bloomu.edu/policies_procedures/3506)



### **Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies**

- ✘ Regular classroom attendance is expected. There is a direct corollary between attendance and doing well in the course.
- ✘ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness that is documented by the health center or a doctor, and funerals. You must provide documentation that allows me to verify that your excuse is legitimate.
- ✘ There is no makeup for unexcused absences; examples include court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations, even tending to a sick relative, etc. By the way, **falsely representing** why you are absent is a violation of academic integrity.
- ✘ If you missed a discussion due to an excused absence, you may make this up by responding in writing to the discussion questions listed in the Calendar on the day that you missed; your response to the questions must demonstrate that you have completed the readings and pondered them. These are due at our next class meeting with the excuse. **Do not wait until the next class meeting to discuss how you can make-up the work.** If you are in doubt, email me.



**Need help with study skills and writing?**

### **BU's Writing and Literacy Engagement Studio (WALEs) Support for Writing and Reading**

The Writing and Literacy Engagement Studio (WALEs), supports students' growth as writers and readers. We enjoy both easing the writing process for all students of every major and also helping students develop strategies to help them read and make sense of course and research material. We are a free resource for undergraduate and graduate students. Our diverse staff of WALEs consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers. Students set the agenda for each appointment - whether they're concerned about getting started on a writing project, or about improving clarity,

grammar, organization, citations or any other aspect of writing or the English language. Appointments are highly recommended, but walk-ins are welcome.

WALES consultants are also available to conduct sessions **online**. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to speak with consultants and share their documents, usually without having to download any new software. We will be offering workshops and individual tutorials for students who are interested in working with us online.

#### **Modified WALES hours for Fall 2017**

- In Bakeless 206, Mon.—Thurs. from 9:00 a.m. to 7:00 p.m. and Fridays from 9:00 a.m. to 4:00 p.m.
- In the Elwell lobby area, WALES hours are Sun.—Thurs. from 7:00 pm to 11:00 pm.
- In Andruss (Schweiker Room), WALES hours are Sun.—Thurs. 7:00 pm to 10:00 pm

You can drop in to Bakeless 206 or request an appointment through email: [wales@bloomu.edu](mailto:wales@bloomu.edu). Visit their website (<http://www.bloomu.edu/wales>) for more information.

**University Tutorial Services:** If you feel you need extra help to improve your academic performance in this or any of your courses, please consider requesting a tutor in University Tutorial Services (UTS). UTS offers peer tutoring at no charge to Bloomsburg University students. The UTS office is located in Warren Student Services Center, Room 13.

#### **Accommodative Services**

Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the Office of Accommodative Services.

Our University provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the Accommodative Services Office, please contact this office in the Warren Student Services Center, Room 043 as soon as possible to establish your eligibility.

## Reading the Course Calendar

According to the schedule below, you should have studied, not just read, by the date of the class meeting the assigned readings and be prepared to discuss them. Please note when assignments are due.

If classes are canceled because of road conditions, bad weather, etc., **I will use BOLT and your school email accounts** to announce any changes that must be made to the syllabus; it is your responsibility to check for these notifications. If in doubt, please do not hesitate to contact me.



## Course Calendar

All assignments are explained above in Assessment of Student Learning

**This course calendar and assignments are is subject to change and revision.**

Date	<b>Schedule of Assignment Deadlines, Readings, Class Meeting Goals</b> Unless otherwise indicated, all readings are located in WORKBOOK <i>Western Civilization since 1648</i>
Mon, 22 Jan	Course Introduction <ol style="list-style-type: none"> <li>1. What are the expectations for the course?</li> <li>2. How do you get organized?</li> <li>3. What are primary and secondary sources?</li> <li>4. <b>Preview</b> for next class meeting</li> </ol>
	<input type="checkbox"/> <b>Read and make notes:</b> What is Western Civilization? What dangers may the concept pose? In what ways is the concept useful to comprehend the past? <input type="checkbox"/> <b>Review</b> syllabus to raise questions in class.
Wed, 24 Jan	Lecture & Discussion <ul style="list-style-type: none"> <li>• What questions do you have about the syllabus? Assignments? Study Skills?</li> <li>• What is Western Civilization?</li> <li>• Why 1648?</li> <li>• Why periodize?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Doing History, pp. 1-11 (pages 11-15 describe writing practices in history) <input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #1</b> ; submit hard copy and upload to BOLT by beginning of class, Friday, 26 Jan
Fri, 26 Jan	Discussion <ol style="list-style-type: none"> <li>1. What questions do you have about the syllabus? Assignments? Study skills?</li> <li>2. How can history be dangerous?</li> <li>3. How do we determine significance of past events or eras?</li> </ol>
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Witchcraft in the Age of Reason, pp. 1-11 (Sources 1-5) <input type="checkbox"/> <b>Review</b> Age of Reason FKSG and Timeline
Mon, 29 Jan	Discussion <ol style="list-style-type: none"> <li>1. Why would individuals confess to being witches?</li> <li>2. What do we learn about the techniques to extract confessions?</li> <li>3. What do we learn about the reliability of the trial transcript given the details of the confession?</li> <li>4. Why were women targeted in witch hunts?</li> <li>5. In what ways did Friedrich von Spee challenge the witch hunt investigations?</li> <li>6. How do we read primary sources? What challenges did you face in reading? How did you handle the challenges?</li> </ol>

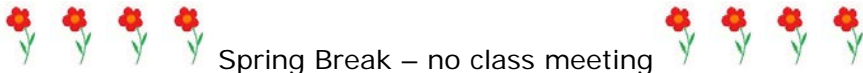
	7. We will also compare two examples of how to write a WTL by using the content of the Witchcraft unit.
Between classes do the following	<input type="checkbox"/> <b>Review</b> Absolutist Regimes FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes:</b> What explains the timing of absolute monarchy?
Wed, 31 Jan	Lecture: <ul style="list-style-type: none"> <li>• What explains the timing of absolutist monarchs?</li> <li>• What is the political context of the Age of Reason?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Preview Lecture Notes:</b> What is the place of the Scientific Revolution in the Master Narrative of Western Civilization? <input type="checkbox"/> Begin reading Was the Scientific Revolution Revolutionary? pp. 1-5, Sources 1 & 2
Fri, 2 Feb	Lecture: <ul style="list-style-type: none"> <li>• What is the place of the Scientific Revolution in the master narrative of Western Civilization?</li> <li>• What questions do you have about the successful completion of WTLs?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Was the Scientific Revolution Revolutionary? pp. 1-5, Sources 1 & 2
Mon, 5 Feb	Discussion: <ol style="list-style-type: none"> <li>1. What are the arguments in favor of calling the Scientific Revolution revolutionary? What are the arguments opposed?</li> <li>2. In what ways does Herbert Butterfield and Steven Shapin determine significance?</li> </ol>
Between classes do the following	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #2</b> ; submit hard copy and upload to BOLT by beginning of class, Wed, 7 Feb <input type="checkbox"/> <b>Preview Lecture Notes:</b> What is the Enlightenment and its place in the master narrative of Western Civilization? <input type="checkbox"/> Start reading Race and Enlightenment
Wed, 7 Feb	Lecture: <ul style="list-style-type: none"> <li>• What is the Enlightenment and its place in the master narrative of Western Civilization?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Preview Lecture Notes:</b> What is the Enlightenment and its place in the master narrative of Western Civilization? <input type="checkbox"/> Start reading Race and Enlightenment
Fri, 9 Feb	Lecture: <ul style="list-style-type: none"> <li>• What is the Enlightenment and its place in the master narrative of Western Civilization?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Race and Enlightenment: Introduction, and pp. 1-13 (Sources 1 & 2)
Mon, 12 Feb	Discussion: <ol style="list-style-type: none"> <li>1. Why did Enlightenment authors become interested in race?</li> <li>2. Were Enlightenment authors racists?</li> </ol>

<p>Between classes do the following</p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read and make notes:</b> Race and Enlightenment: Introduction, and Sources 3 &amp; 4 (pp. 14-22)</li> <li><input type="checkbox"/> <b>Online Quiz I</b> available between Tuesday, 13 February at 6:00 AM through Friday, 22 September, at 11:59 PM (Quiz length time is 20 minutes)</li> </ul>
<p>Wed, 14 Feb</p>	<p>Discussion:</p> <ol style="list-style-type: none"> <li>1. Why did Enlightenment authors become interested in race?</li> <li>2. Were Enlightenment authors racists?</li> <li>3. Why is a “scientific” explanation of race dangerous?</li> </ol>
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #3</b>; submit hard copy and upload to BOLT by beginning of class, Fri, 16 February</li> <li><input type="checkbox"/> <b>Review:</b> French Revolution and the Origins of Human Rights FKSGs and Timeline</li> <li><input type="checkbox"/> <b>Preview Lecture Notes:</b> The French Revolution and the Origins of Human Rights</li> </ul>
<p>Fri, 16 Feb</p> 	<p>Lecture:</p> <ul style="list-style-type: none"> <li>• The French Revolution and the Origins of Human Rights</li> </ul>
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read and make notes:</b> Introduction: Revolutionary Origins of Human Rights by Lynn Hunt (pp. 1-19) and Declaration of the Rights of Man and Citizen</li> <li><input type="checkbox"/> <b>Read and make notes:</b> Group A, Group B, or Group C documents (depending upon what you drew)</li> </ul>
<p>Mon, 19 Feb</p>	<p>Discussion</p> <ol style="list-style-type: none"> <li>1. What are human rights? What are natural rights?</li> <li>2. How do you distinguish between political and civil rights?</li> <li>3. What are the arguments for and against to extend human rights to religious minorities &amp; “questionable professions,” free blacks &amp; slaves, and women?</li> </ol>
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read and make notes:</b> Either Group A, Group B, or Group C documents (depending upon what you drew)</li> <li><input type="checkbox"/> Prepare your notes so that you can teach classmates from the other groups</li> </ul>
<p>Wed, 21 Feb</p>	<p>“Panel Discussion”</p> <ol style="list-style-type: none"> <li>1. Should human rights be extended to your group during the French Revolution, circa 1791/92 before the French National Assembly?</li> <li>2. Members of each group will be expected to teach their classmates the For/Against positions;</li> <li>3. Classmates should take notes in order to do well on WTL 4.</li> </ol>
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #4</b>; submit hard copy and upload to BOLT by beginning of class, Fri, 23 February</li> <li><input type="checkbox"/> <b>Review:</b> Isms of the Nineteenth Century and Imperializers and the Imperialized FKSG and Timeline</li> <li><input type="checkbox"/> <b>Preview:</b> Lecture Notes on The Isms of the 19<sup>th</sup> Century and Global Domination</li> </ul>





Fri, 23 Feb	Lecture: The Isms of the 19 <sup>th</sup> Century and Global Domination
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Imperializers and Imperialized, pp. 1-9 (Sources 1-3)
Mon, 26 Feb	Discussion: 1. What were the motives of the imperializers?
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Imperializers and Imperialized, pp 10-17 (Sources 4-5)
Wed, 28 Feb	Discussion: 1. How did the imperialized assess the impact of imperialism on their people?
Between classes do the following	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #5</b> ; submit hard copy and upload to BOLT by beginning of class, 2 March <input type="checkbox"/> <b>Review</b> Feminism in Context FKSG and Timelines
Fri, 2 Mar	Lecture: • How does context shape feminism in Great Britain through many decades?
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Feminism in Context, pp. 1-6 (Sources 1 & 2)
Mon, 5 Mar	Discussion: 1. What demands does Mary Astell and Mary Wollstonecraft make? In what ways are they similar and different given the context? 2. In what ways does the author try to persuade her readers? 3. How does context impact the author's rhetorical style and demands?
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Feminism in Context, pp. 6-15 (Sources 3 & 4)
Wed, 7 Mar	Discussion: 1. What demands does Harriet Taylor Mill and Emmeline Pankhurst make? In what ways are they similar and different? 2. In what ways does the author try to persuade her readers? 3. How does context impact the author's rhetorical style and demands?
Between classes do the following	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #6</b> ; submit hard copy and upload to BOLT by beginning of class, Fri, 9 March <input type="checkbox"/> <b>Review</b> Industrial Revolutions Timeline and World War I & Total War FKSG and Timeline
Fri, 9 Mar	Lecture: • Europe on the Eve of Total War
Between classes do the following	<input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the "Great War": What is Just War? pp. 1-6 (excerpts from Brian Orend and the Hague Convention of 1907) <input type="checkbox"/> <b>Preview Lecture Notes:</b> What were the origins of WWI? Was War justifiable? Especially pages 1-14 (related to Austria-Hungary and Serbia)

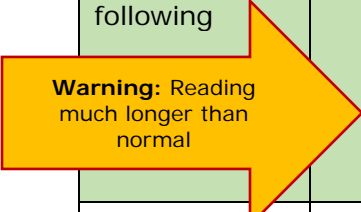
	<input type="checkbox"/> <b>Review</b> World War I and Total War FKSG and Timeline
12, 14, 16 March	 Spring Break – no class meeting
Mon, 19 Mar	Lecture and Discussion: <ol style="list-style-type: none"> <li>1. What are the origins of the First World War?</li> <li>2. Did Austria-Hungary or Serbia have just cause for war?</li> <li>3. What do the documents suggest about responsibility for war and whether the cause was just?</li> </ol>
Between classes do the following	<input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the “Great War”: What is Just War? <input type="checkbox"/> <b>Preview Lecture Notes:</b> What were the origins of WWI? Was War justifiable? Especially pages 15-26 (related to Germany and Russia) <input type="checkbox"/> <b>Review</b> World War I and Total War FKSG and Timeline
Wed, 21 Mar	Lecture and Discussion: <ol style="list-style-type: none"> <li>1. What are the origins of the First World War?</li> <li>2. Did Germany and Russia have just cause for war?</li> <li>3. What do the documents suggest about responsibility for war and whether the cause was just?</li> </ol>
Between classes do the following	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #7</b> ; submit hard copy and upload to BOLT by beginning of class, Fri, 23 March <input type="checkbox"/> <b>Preview Lecture Notes:</b> The Experience of Total War
Fri, 23 Mar	Lecture: <ul style="list-style-type: none"> <li>• The Experience of Total War: What made the Great War total?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Review</b> Europe in the 1920s and 1930s & Making a Totalitarian Regime FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes:</b> Can Wars be ended justly?
Mon, 26 Mar	Lecture: <ul style="list-style-type: none"> <li>• Can wars be ended justly?</li> </ul>
Between classes do the following	<input type="checkbox"/> Online Quiz II available between Tuesday, 27 Mar beginning at 6 AM and Friday, 30 March until 11:59 PM (quiz length time is 20 minutes) <input type="checkbox"/> <b>Review</b> Europe in the 1920s and 1930s & Making a Totalitarian Regime FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes:</b> Europe in the 1920s and 1930s
Wed, 28 Mar	Lecture: <ul style="list-style-type: none"> <li>• Europe in the 1920s and 1930s</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Review</b> Europe in the 1920s and 1930s & Making a Totalitarian Regime FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes:</b> Rise of Totalitarian Regimes – Why the Timing? <b>AND</b> What made Nazism appealing?
Fri, 30 Mar	Lecture: <ul style="list-style-type: none"> <li>• What made the Nazis appealing?</li> <li>• What is totalitarianism?</li> </ul>



Last Day

Between classes do the following	<input type="checkbox"/> <b>Read and Make Notes:</b> Making a Totalitarian Regime, pp. 1-8 (Sources 1-5)
Mon, 2 Apr	Discuss: <ul style="list-style-type: none"> <li>• What are techniques used by the Nazis to establish a totalitarian regime?</li> <li>• How much coercion did they plan to use?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and Make Notes:</b> Making a Totalitarian Regime, pp. 9-14 (Sources 6-10)
Wed, 4 Apr	Discuss: <ul style="list-style-type: none"> <li>• What are techniques used by the Nazis to establish a totalitarian regime?</li> <li>• How much coercion did they plan to use?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #8</b> ; submit hard copy and upload to BOLT by beginning of class, Fri, 6 Apr <input type="checkbox"/> <b>Read and Make Notes:</b> Documentary Films <input type="checkbox"/> <b>Review</b> Origins of World War II FKSG and Timeline
Fri, 6 Apr	Film Preview <ol style="list-style-type: none"> <li>1. What is the thesis being advanced in the documentary, <i>The Nazis: A Warning from History, The Wrong War?</i></li> <li>2. What are the cinematography techniques used by the director to persuade the audience?</li> <li>3. What questions do you have about the documents thus far?</li> </ol> <p><b>We will not be able to complete the documentary in class because I will be pausing to point out techniques.</b></p>
Between classes do the following	<input type="checkbox"/> <b>Finish</b> studying documentary outside of class (available in BOLT Content) <input type="checkbox"/> <b>Read and Make Notes:</b> The Wrong War? pp. 1-5 (Sources 1 and 2) <input type="checkbox"/> <b>Review</b> Origins of World War II FKSG and Timeline
Mon, 9 Apr	<b>Discussion:</b> <ol style="list-style-type: none"> <li>1. The sources and facts as evidence focus heavily on Germany, and more specifically Adolf Hitler's perceptions of Great Britain between fall 1937 (the Hossbach Conference) and August 1939 (on the eve of the Nazi Soviet Non-Aggression Pact). What do the documents reveal about Hitler's perceptions of the British and the potential for war against the British?</li> <li>2. Does the evidence presented below support or refute the "wrong war" thesis advanced by the documentary?</li> </ol>
Between classes do the following	<input type="checkbox"/> <b>Read and Make Notes:</b> The Wrong War? pp. 5-11 (Facts as Evidence 1-4, Sources 3-4) <input type="checkbox"/> <b>Review</b> Origins of World War II FKSG and Timeline
Wed, 11 Apr	Discussion: <ol style="list-style-type: none"> <li>1. The sources and facts as evidence focus heavily on Germany, and more specifically Adolf Hitler's perceptions of Great Britain between fall 1937 (the Hossbach Conference) and August 1939 (on the eve of the Nazi Soviet Non-Aggression Pact). What do the documents reveal about Hitler's perceptions of the British and the potential for war against the British?</li> </ol>

	2. Does the evidence presented below support or refute the “wrong war” thesis advanced by the documentary?
Between classes do the following	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #9</b> ; submit hard copy and upload to BOLT by beginning of class, Fri, 13 Apr <input type="checkbox"/> <b>Review</b> Origins of the Holocaust FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes:</b> WWII & Origins of the Final Solution
Fri, 13 Apr	Lecture: <ul style="list-style-type: none"> <li>World War II and the Origins of the Final Solution</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the Final Solution, pp. 1-6 (Sources 1-3) <input type="checkbox"/> <b>Review</b> Origins of the Holocaust FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes:</b> WWII & Origins of the Final Solution
Mon, 16 Apr	Discussion: <ul style="list-style-type: none"> <li>Did the meaning of “the final solution” change over time?</li> <li>What was a decision made to exterminate European Jews?</li> <li>Who all was involved or took a leading role in that decision-making?</li> <li>What is the place of the so-called T-4 project in explaining the decision to kill European Jews?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and Make Notes:</b> Origins of the Final Solution, pp. 6-14 (Sources 4-7) <input type="checkbox"/> <b>Review</b> Origins of the Holocaust FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes:</b> WWII & Origins of the Final Solution
Wed, 18 Apr	Discussion: <ul style="list-style-type: none"> <li>Did the meaning of “the final solution” change over time?</li> <li>What was a decision made to exterminate European Jews?</li> <li>Who all was involved or took a leading role in that decision-making?</li> <li>What is the place of the so-called T-4 project in explaining the decision to kill European Jews?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Develop and type</b> a response to the <b>WTL #10</b> ; submit hard copy and upload to BOLT by beginning of class, Fri, 20 April <input type="checkbox"/> <b>Preview Lecture Notes:</b> Auschwitz: Historical Context <input type="checkbox"/> <b>Review</b> Origins of the Holocaust FKSG and Timeline
Fri, 20 Apr	Lecture: <ul style="list-style-type: none"> <li>Auschwitz in Historical Context</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Four Lives in Auschwitz: An Introduction <input type="checkbox"/> <b>Read and make notes:</b> the memoir excerpts that you have been randomly assigned in BOLT → Content → Readings: <ul style="list-style-type: none"> <li>Olga Lengyel, and Gisella Perl, Shlomo Venezia, Elie Wiesel</li> </ul> <input type="checkbox"/> Through a Jigsaw Activity, be prepared to teach classmates about the experiences of your survivor so that you can gain an understanding of the diversity of experiences, look for patterns, and the absence of patterns. Classmates will need the content for the final exam.
Mon, 23 Apr	<b>Discussion/Jigsaw Activity:</b> <ul style="list-style-type: none"> <li>During this session, part of our time will be dedicated to sharing what you have learned with others who have read the same memoir, <b>THEN if time</b></li> </ul>



	<p><b>permits</b>, you will begin to teach others and learn from your classmates to develop a larger, more complete picture of Four Lives in Auschwitz.</p> <ul style="list-style-type: none"> <li>• What were the experiences of the victims of the Holocaust?</li> <li>• What lessons about human nature can we learn from the Holocaust?</li> <li>• In what ways are the survivors' experiences similar and different?</li> <li>• What accounts for these similarities and differences?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and make notes:</b> Four Lives in Auschwitz: An Introduction <input type="checkbox"/> <b>Read and make notes:</b> the memoir excerpts that you have been randomly assigned in BOLT → Content → Readings: <ul style="list-style-type: none"> <li>○ Olga Lengyel, and Gisella Perl, Shlomo Venezia, Elie Wiesel</li> </ul>
Wed, 25 Apr	<p><b>Discussion/Jigsaw Activity:</b></p> <ul style="list-style-type: none"> <li>• We will continue to teach each other about the Four Lives in Auschwitz.</li> <li>• What were the experiences of the victims of the Holocaust?</li> <li>• What lessons about human nature can we learn from the Holocaust?</li> <li>• In what ways are the survivors' experiences similar and different?</li> <li>• What accounts for these similarities and differences?</li> </ul>
Between classes do the following	<input type="checkbox"/> Submit <b>One Life in Auschwitz: Museum Exhibit</b> in hard copy and upload to BOLT by the beginning of class, Fri, 27 April <input type="checkbox"/> <b>Review</b> Europe after Catastrophe and the Iraq War FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes:</b> How did Europe Rebuild after Catastrophe?
Fri, 27 Apr	<p>Lecture:</p> <ul style="list-style-type: none"> <li>• How did Europe rebuild after catastrophe?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Review</b> Europe after Catastrophe and the Iraq War FKSG and Timeline <input type="checkbox"/> <b>Preview Lecture Notes::</b> How did Europe Rebuild after Catastrophe?
Mon, 30 Apr	<p>Lecture:</p> <ul style="list-style-type: none"> <li>• Do Europeans have a united identity?</li> </ul>
Between classes do the following	<input type="checkbox"/> <b>Read and Make Notes:</b> Do Europeans have a United Identity: Introduction and Sources 1, 7, 8
Wed, 2 May	<p>Discussion:</p> <ol style="list-style-type: none"> <li>1. What values or characteristics did participants see as central to European identity during the debate over the Iraq crisis?</li> <li>2. On the whole, what did "Europe" and "European" mean to those who took part in the debate?</li> </ol>
Between classes do the following	<input type="checkbox"/> Be preparing for the final exam.
Fri, 4 May	<p><b>Review</b> for the final exam. If you are allowed a crib sheet, distributed today.</p>
Between classes do the following	<input type="checkbox"/> Be preparing for the final exam.
<b>Final Exam</b>	<input type="checkbox"/> <b>Essay:</b> Out of the events and eras that we studied, which three are most significant and why? (worth 10 points) <input type="checkbox"/> Objective portion that could be a combination of ordering events, multiple choice, matching, fill-in-the-blank about foundational knowledge

<p><b>Tentative:</b><sup>2</sup>  <b>126.04:</b>  10:30 AM-  12:30 PM,  <b>Thursday, 10  May</b></p> <p><b>126.05:</b> 8:00-  10:00 AM,  <b>Monday, 7  May</b></p>	<p>generated from studying documents, knowing their context, and listening to lectures. (between 10-15 Points)</p> <p><input type="checkbox"/> Paragraph length response to questions from between 5-10 points):</p> <ul style="list-style-type: none"> <li>• Four Lives in Auschwitz (drawing upon content shared from the Jigsaw activity)</li> <li>• European Identify and the Iraq War</li> </ul> <p>Students may take the final at either of these times as long as you email in advance and we have enough seats in the room.</p>
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<sup>2</sup> Tentative dates and times based on accessing final schedule on 15 January 2018. Sometimes errors are made by Registrar.