

<p><b>42.126 Section 5</b>  <b>9:30-10:45 T &amp; Th, OSH G31</b></p> <p><b>Fall 2010</b></p>	<p><b>Western Civilization since 1648</b></p> <p><b>Dr. Stallbaumer-Beishline</b></p>
<p><b><u>Office Hours &amp; Two Locations:</u></b></p> <p><b>Old Science Hall 132</b>  Tuesday and Thursday: 9:00-9:30 AM  Tuesday Evenings: 5:00-6:30 PM</p> <p><b>TALE Center, 420 Andrus Library</b>  Wednesday, 10:00 AM-12:00 PM</p> <p>I will always be available before and after class. If you need to meet at another time because of a legitimate schedule conflict, please schedule an appointment.</p> <p>I currently split my time and office between the History Department and the TALE Center, which is located in the library. You will find that I am at the TALE Center nearly every day. You are welcome to visit me there though I usually have an obligation around the lunch hour each day.</p>	<p><b>Old Science Hall Office Phone:</b> 389-4979  <b>TALE Center Office Phone:</b> 389-44310  <b>Home Phone:</b> 570-925-0304 (9 AM-9 PM)  <a href="mailto:lstaalba@bloomu.edu">lstaalba@bloomu.edu</a></p> <p><b>Email etiquette:</b></p> <ul style="list-style-type: none"> <li>✓ always include the topic of your email in the memo line</li> <li>✓ never send an assignment or excuse to be absent by email unless specifically instructed to do so</li> <li>✓ never assume that I read my email more than once a day, or that I will respond immediately when you send a message</li> <li>✓ to receive a timely response to your questions, you should call me at both phone numbers or see me during my office hours</li> <li>✓ the lack of planning on your part does not constitute an emergency on my part</li> </ul>

### Course Goals

**To arrive at answers (tentative perhaps) to the following questions:**

- What is the nature of historical knowledge?
- What is history?
- What are the defining features of Western Civilization?
- What has been Western Civilizations accomplishments and failings?
- Is "Western Civilization" a useful master narrative to understand the history of Europe in the last few centuries?
- How can we learn and teach western civilization without promoting ethnocentrism?

**We will also develop "historical" skills that will serve you well in daily life:**

- Sourcing (i.e. determining who or what is speaking to you),
- Contextualizing (i.e. what environmental factors shape the authors and what the authors are trying to accomplish),
- Corroborating (i.e. identifying evidence that confirms other evidence and not ignoring contrary evidence),
- Reconstructing/creating (i.e. putting forth an argument supported by the assigned evidence).

**These skills help you to manage information – a habit of mind that has life long benefits!** Skills developed in studying history are frequently compared to what a journalist does: s/he attempts to answer the who? what? when? where? why? and how? of any given event. Or imagine a courtroom where a historical event or era is put on trial. Teams of lawyers provide evidence and interrogate witnesses in order to answer the questions of motive, intention, purpose, and plan. In your daily life, have you not asked questions comparable to the journalist or tried to understand a personal problem by pursuing information in the same fashion as lawyers? When historians study the past they are

essentially carrying out these investigative techniques. It is an excellent life skill to possess given the massive amounts of information which we have access to through television, the web, social networking, and radios!

**How will we accomplish these goals?** Through the study of primary and secondary sources, informal writing assignments that ask you to begin processing what you are reading, discussion of historical topics, taking notes and making timelines to help you process and retain information, and writing formal essays.

### "One Damn Fact after Another?"

Many individuals share a common misperception: that history is just "one damn fact after another." This is a gross oversimplification of what occurs when historical studies are written. The facts serve a purpose: they are **essential building blocks** that create order out of the chaos that is the past. But it is how we interpret those facts, and how we establish relationships between facts that are the essence of history! Consider this. Several people can witness a car accident. The Camaro, hit by the Ford Explorer, rolled into the ditch. The facts are clear, right?! When the State Trooper arrives on the scene, he begins to interview witnesses, and he realizes that none of the witnesses can agree on who caused the accident. So the State Trooper must gather the evidence and file a report with a plausible explanation for what happened.

### Course Format

This course will rely upon exploring history largely through documents from the past and comparing historical interpretations. We are trying to replicate how historians "do history." Historians call documents **PRIMARY SOURCES**. Our "textbook," which is an example of a **SECONDARY SOURCE**, is the *Complete Idiot's Guide to European History*; it will provide you with some background information. The *Complete Idiot's Guide to European History* is slightly irreverent, sometimes flawed (no more flawed than traditional textbooks), but a readable, even comical thumbnail sketch of European history. It also has an appendix with a timeline and websites for internet searching. Secondary sources help you formulate an understanding of the **CONTEXT** in which events and primary sources must be placed. Because the *Complete Idiot's Guide* can be superficial, you may occasionally need to consult reliable internet websites for additional background information.

In math classes, to develop your skills and knowledge, you solve math problems. So in history classes, in order to arrive at conclusions, we will have historical problems to solve which make the topics relevant to your daily life, or at least interiguing. On the syllabus, take note of essential questions which indicates why that daily lesson is significant.

In addition, Worksheets and the Historical Evidence Reports will provide guidance on what to study. I have had students describe these as "busy work", but they do serve a purpose. If you make a serious attempt to complete this homework, you will begin to process the ideas, be more prepared for class and writing assignments, which will increase your chances at a "good grade," thereby meeting your goals! If in the process, you improve your ability to manage information, think more critically, and write more effectively, my goals have been achieved. **It's a win-win situation!!!!**

By the way, you may wonder **how much time you should devote to studying** outside of class. **RULE OF THUMB:** for every hour spent in class, you should spend 2-3 hours outside of class studying. The reading load for this course is reasonable for the college-level.

## If you don't lecture much, what's the point in coming to class?

I firmly believe that effective learning can only occur when we can think out loud and practice teaching others what we know. So, participation in class discussions is essential. What activities we do on a daily basis in class will differ; some days we will discuss the meaning of documents as a class and sometimes in small groups; some days you will be posed a problem that you must resolve; and so forth. To get the most out of the class always come prepared to discuss and bring the relevant materials for that day with you. The Worksheets and Historical Evidence Reports facilitate this objective.

### Evaluation of Student Achievement

► **Class Participation** (possible points: determined at semester's end; approximately 0-30 points)<sup>1</sup>

- ◇ Do you come to class having read the material more than once?
  - ◇ Do you participate in discussions?
  - ◇ You earn 0-2 points for each day of participation in which we have full class discussions.
    - 2 points if you contribute to discussion three or more times;
    - 1.75 points if you contribute to discussion twice;
    - 1.5 points if you contribute to discussion once;
    - 1.25 points if you attend, remain alert, but do not participate.
- Note: if you attend and remain alert, but never contribute, the most that you can earn is a D-level grade and discussion amounts to approximately 10-15% of your overall grade. ☹
- ◇ You earn 1 point for participating in small group discussions.

► **Class Attendance** (possible points: approximate 0-26 points possible)<sup>2</sup>

- ◇ One unexcused absence will not be counted against you.
- ◇ Excused absences include religious holy days, varsity sports events, obligatory military or military reserve activity, hospitalization, medical excuse from doctors, LPNs, or RNs which can be verified by telephone. Picking up a friend at the airport, catching a ride with a friend a day or two before Thanksgiving begins, attending a wedding, even tending to a sick relative and so forth are not excused absences. By the way, if you are in the reserves, you know in advance your weekend service so plan your study schedule accordingly.
- ◇ You earn 1 point for each day present in class.

► **Exercises and Quizzes to Promote Learning Skills**

- ◇ Blazing through BOLT (0-5 points)
- ◇ Paragraph on VARK results (0-5 points)
- ◇ Historical Writing Quiz (0-10 points)

► **Worksheets** (0-10 points; a total of 20 points) two will be collected; these are assigned near the end of the semester. In the workbook and syllabus, they have a special designation.

► **Worksheets** (0-5 points; total points possible determined at semester's end; approximately a total of 20 points)

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<sup>1</sup> This number depends upon a number of factors.

<sup>2</sup> This is not counting the first week of classes when students are dropping and adding classes. Moreover, if a class gets cancelled this can lower the number possible.

- ◇ During the course of the semester, some of your readings will be accompanied by a Worksheet which you will be asked to complete and turn in at the beginning of class. PLEASE DO NOT TREAT THESE AS BUSY WORK COMPARABLE TO HIGH SCHOOL.
- ◇ Worksheets will be collected at the beginning of class without prior warning and randomly during the semester. SO, it is in your best interests to always complete the Worksheets before coming to class.
- ◇ Recognizing that we sometimes have a bad day, I will grant you one reprieve for worksheets worth 0-5 points. In other words, on one occasion when you do not have a completed Worksheet and I have collected them, you will not be penalized. Put another way, the lowest grade is dropped.
- ◇ Worksheets are accepted only at the beginning of class and if you attend class. The only exception to this rule is if you have a documented, excused absence.
- ◇ If you are caught copying a classmate's Worksheet, then all parties involved will be penalized. **This is plagiarism and makes a mockery of individual achievement.**
- ◇ Worksheets must be an individual effort; if you seek help from a friend, you are limited to consulting, not copying each other's answers.

► **Historical Evidence Reports (HERs) Processing Section** (0-5 points each when collected; total points possible determined at semester's end; approximately 40 points)

- ◇ You will be asked to fill out Historical Evidence Reports for the documents that we are reading.
- ◇ These will assist you in organizing your thoughts and is based on the fact that informal writing helps you think through problems. PLEASE DO NOT TREAT THESE AS BUSY WORK COMPARABLE TO HIGH SCHOOL.
- ◇ The **Processing Section** of the HERs will be collected at the beginning of class without prior warning and randomly during the semester. SO, it is in your best interests to always complete the HERs before coming to class.
- ◇ Recognizing that we sometimes have a bad day, I will grant you one reprieve for HERs worth 0-5 points. In other words, on one occasion when you do not have a completed HER and I have collected them, you will not be penalized. Put another way, the lowest grade is dropped.
- ◇ The Historical Evidence Reports are accepted only at the beginning of class and if you attend class. The only exception to this rule is if you have a documented, excused absence.
- ◇ If you are caught copying a classmate's Historical Evidence Report, then all parties involved will be penalized. **This is plagiarism and makes a mockery of individual achievement.**
- ◇ HERs must be an individual effort; if you seek help from a friend, you are limited to consulting, not copying each other's answers.

► **Two take-home essays** (each worth 0-50 points)

- ◇ The questions are distributed at least a week in advance; you will be required to turn in a hard copy of the exam and to submit a copy to the BOLT Dropbox (separate directions will follow).
- ◇ You are encouraged to bring in rough drafts if you suspect that you have difficulties writing; or you can seek help at the Writing Center in advance of the paper due date.

► **In-class exam during finals week** (worth 0-60 points)

- ◇ The final exam will have three parts:
  - **Part I:** Objective (e.g. fill in the blank, timeline exercise, etc)
  - **Part II:** Short essay (1-2 paragraphs each) responses to the following two questions:

- 1) Is "Western Civilization" a useful master narrative to understand the history of Europe in the last few centuries?
- 2) How can we learn and teach western civilization without promoting ethnocentrism?

- **Part III:** Five-Paragraph Essay responding to the following question:  
Out of the many periods, events, people, and ideas that we have studied, what are the **three most important and why** (positive or negative)? You will be assessed on how accurately you describe your three choices and how well you support your choices with evidence or examples.

### Grading Scale

Total points are determined at the end of the semester (the points will approximately add up to 315 points depending upon how frequently I collect worksheets and HERS). A letter grade will be based on the percentage of total points earned.

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

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**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.**

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### Academic Integrity Bloomsburg University Policy and Procedures 3512

"Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. The university's academic integrity is part of an effort to nurture a community where trust, honesty and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. This student academic integrity policy is only part of, not the entirety of, efforts to foster a community of trust; trust is built first on our actions toward each other. The responsibility to be honest, fair, and forthright with others is a responsibility that each member of the Bloomsburg University community must accept. . . .

"The following types of behaviors are examples of academic dishonesty. This list is not, and cannot be exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act."

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 Academic Integrity Policy (PRP 3512) at [www.bloomu.edu/about/govern/pol.3512.htm](http://www.bloomu.edu/about/govern/pol.3512.htm).

## Attendance and Assignment Deadlines

- ✓ Regular classroom attendance is mandatory.
- ✓ 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, etc. By the way, falsely representing why you are absent is a violation of academic integrity.
- ✓ It is the student's responsibility to contact the professor to make up work promptly.
- ✓ You are required to turn in your assignments on time. Late assignments are penalized 10% for each day they are late. "Computer problems" or the "dog ate my homework" are not acceptable excuses. If your computer "swallows your paper," or malfunctions in some manner, your assignments can be accepted late only if a handwritten draft is submitted by the deadline.
- ✓ **Once a graded assignments have been returned, I will not accept late work unless you have made arrangements with me in a timely manner.**
- ✓ You should always have backup copies of your files and print "hard copies" so you do not lose your work.

## Attendance Policy Bloomsburg University Policies and Procedures 3506

"Regular classroom attendance is expected of all students. However, a student will be afforded reasonable assistance by a faculty member when class work is missed as a result of **extenuating circumstances** beyond the student's control, such as but not limited to:

1. Personal illness.
2. Death or critical illness in the immediate family.
3. Participation in a university-sponsored activity.
4. Participation in a short-term, obligatory military or military reserve activity.

"Instructors may request the student to provide official documentation to verify the reasons for the absence.

"Arrangements for assistance must be made by the student with the instructor as soon as the need for an absence is known. The instructor is not required to give makeup examinations or review other class work missed as a result of unauthorized absences.

"A faculty member, with departmental approval, may adopt a reasonable alternative policy if class members are provided that policy in writing during the first week of classes."

The **Bloomsburg University Writing Center (BUWC)** offers free support for graduate and undergraduate writers at any point in the writing process. Take the draft of the paper you are working on (or the writing assignment, if you have not started a draft). They will not write any part of your paper, but they can help you get started and then keep going; they can read what you have written and ask questions to help you think about what your readers might need; they can work *with* you on grammar and mechanics; and they can help you develop strategies for proofreading and editing.

BUWC opens for Fall 2010 on Sept. 13<sup>th</sup>. Hours are Mon.—Thurs. from 10:00 a.m. to 7:00 p.m. and Fridays from 10:00 a.m. to 1:00 p.m. in Bakeless 206. There are also night hours on Sunday and Wednesday at satellite locations. Visit their website <http://departments.bloomu.edu/writingcenter/> for

more information.

**University Tutorial Services:** If you feel you need extra help to improve your academic performance in this course 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.

### Reading the Syllabus

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. Always bring to the relevant class meetings any relevant workbook pages/readings, books, handouts, etc that have been assigned.

**If classes are canceled** because of road conditions, bad weather, etc., you are responsible for finding out how the syllabus will be adjusted by consulting BOLT or your huskies.bloomu.edu email account. Just remember, power outages and downed servers can delay announcements, so as a general rule, whatever was scheduled on the day a class is canceled will be the subject of our next class meeting. If in doubt, please do not hesitate to contact me.

This syllabus is subject to change.

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#### Cell Phone, MP3, Blackberry, iPhone, iPod, Laptop, eReader, etc. . . . Policy

**Turn off**, not just put in silent mode, all of these devices upon beginning class. The only exception is if your job or service such as a volunteer fire fighter require you to be on call. If you are in the midst of a family emergency, then discuss this with me before class. If we meet outside class to discuss your work, put your cell phone in silent mode and do not answer or respond to calls or messages until our meeting is complete.

If you bring a laptop or eReader (e.g. Kindle) to class, please have a G-rated screen saver, no gaming, no checking or sending emails, etc. Of course, you are permitted to use the laptop for class related activities.

**You will be asked to leave the class** if you are found to be reading a text message, texting, listening to music, listening to a message, sending or checking email, gaming, etc. You will be asked to leave if you are making inappropriate use of your laptop or eReader.

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### Required Texts

- Nathan Barber, *The Complete Idiot's Guide to European History*

- *Western Civilizations II Workbook* (available as a photocopy packet at bookstore with holes punched for a ringbinder; the individual chapters will also be uploaded to BOLT; nearly all readings and all assignments are found in this workbook)
- Robert Marks, *The Origins of the Modern World*
- Elie Wiesel, *Night*
- If you have a preference for listening to a lecture, you might want to consider the following series made available by Yale University. This series is European Civilization with John Merriman, a French historian. The URL is <http://www.youtube.com/user/YaleCourses#g/c/3A8E6CE294860A24>

Date	Activities, Readings and Assignments
<p><b>31 August</b></p>	<p><b>Course Introduction</b></p> <p>How does a college history course compare to high school?            What are the expectations for the course?            How do I get organized?</p> <p><b>Complete the following after class:</b></p> <p><b>1)</b> Visit the following web site and complete the tutorial "How to Read Effectively" and Study "What is Critical Reading?"  <a href="http://facstaff.bloomu.edu/lstallba/r_reading.html">http://facstaff.bloomu.edu/lstallba/r_reading.html</a></p> <p><b>2)</b> Visit the following web site after class, <a href="http://www.vark-learn.com/english/page.asp?p=questionnaire">http://www.vark-learn.com/english/page.asp?p=questionnaire</a>            complete the questionnaire on line, get the results, read (perhaps print or save to your computer) the Helpsheets that are relevant to your results, and <b>write a one-paragraph response to the following prompt:</b>            Having learned that my preferred learning style(s) are ..., to create a usable learning package, I should ...</p> <p>To view a quick video tutorial on using VARK copy and paste this URL into a web browser or go to BOLT:  <a href="http://www.screencast.com/users/Stallbaumer/folders/Jing/media/a95478f3-06a8-46fc-a636-5d2b0f2c3f53">http://www.screencast.com/users/Stallbaumer/folders/Jing/media/a95478f3-06a8-46fc-a636-5d2b0f2c3f53</a></p> <p><b>3)</b> After class complete the Blazing through BOLT exercise and submit on Thursday, 2 September.</p>
<p><b>Blazing through BOLT exercise and VARK paragraph due at the beginning of class 2 September.</b></p>	
<p><b>2 September</b></p> <p><b>Blazing through Bolt &amp; VARK</b></p>	<p><b>Essential Questions:</b> Why study history? What standards are historians expected to abide by in order to practice (or do) history?</p> <p><b>Before class, do the following:</b></p> <p><b>Step 1:</b> Complete Initial Perception Exercise in the workbook.</p> <p><b>Step 2:</b> Read and study the AHA Statement of Standards, Arnold, Kobrin, and Spoehr in <i>Western Civilizations II Workbook</i>, pp. 1-12.</p>



<p><b>paragraph due today</b></p>	<p><b>Step 3:</b> Develop and type responses to the imaginary scenario located below the reading assignments.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the essential questions posed by drawing upon your opinions and the readings</li> <li>• to discuss the results of the VARK questionnaire</li> </ul>
<p><b>7 September</b></p>	<p><b>Essential Question:</b> Is Western Civilization an invention or a reality?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Complete the Perception/Misperception exercise in the workbook.</p> <p><b>Step 2:</b> Read and study essays by King, Caffentzis, and Federici in <i>Western Civilizations II Workbook</i>, pp. 13-23.</p> <p><b>Step 3:</b> Develop and type responses to the questions located in the <b>Processing Section</b> in the workbook.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the essential question posed by drawing upon your opinions and the readings</li> </ul>
<p><b>9 September</b></p>	<p><b>Essential Question:</b> How does a Eurocentric and non-Eurocentric interpretation of the rise of the West compare?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 91-106, 108-118 to acquire background knowledge on political events shaping the early modern era of Western Civilization.</p> <p><b>Step 2:</b> Read and Study Robert Marks, pp. 1-16</p> <p><b>Step 3:</b> Complete the Worksheet "Introduction: The Rise of the West" in <i>Western Civilizations II Workbook</i>, pp. 24-28</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the essential question posed by drawing upon your opinions and the readings</li> </ul>
<p><b>14 September</b></p>	<p><b>Essential Question:</b> What are the characteristics of a non-Eurocentric interpretation of world history?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 91-106, 108-118 to acquire background knowledge on political events shaping the early modern era of Western Civilization.</p> <p><b>Step 2:</b> Read and Study <b>Robert Marks, pp. 21-39, 67-92</b> (chapters 1 &amp; 3)</p> <p><b>Step 3:</b> Complete the Worksheet "Rise of the West - Establishing Context" in</p>

	<p><i>Western Civilizations II Workbook</i>, p. 29.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the essential question posed by drawing upon your opinions and the readings</li> </ul>
<p><b>16 September</b></p>	<p><b>Essential Question:</b> What is a Eurocentric interpretation of the Scientific Revolution?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 85-88, 118-122, 123-137, 139-156, 175-188. You may want to view the following videos:</p> <p><a href="http://www.youtube.com/watch?v=9hodYUDDfsY&amp;feature=related">http://www.youtube.com/watch?v=9hodYUDDfsY&amp;feature=related</a> (3:55 minutes) <i>Turning Points in History—Scientific Revolution</i>: Briefly explains essential facts through narration and visual images.</p> <p><a href="http://videos.howstuffworks.com/hsw/27342-age-of-reason-isaac-newtons-scientific-revolution-video.htm">http://videos.howstuffworks.com/hsw/27342-age-of-reason-isaac-newtons-scientific-revolution-video.htm</a> <i>Age of Reason: Isaac Newton's Scientific Revolution</i> Describes context in which Newton grew up and his importance to the Scientific Revolution. Note that the "Age of Reason" usually refers to the Enlightenment, while others use it to refer to the period from Copernicus to late eighteenth-century. Fails to acknowledge the other contributors to the Scientific Revolution.</p> <p><a href="http://www.youtube.com/watch?v=68xtwu8w7iA&amp;feature=related">http://www.youtube.com/watch?v=68xtwu8w7iA&amp;feature=related</a> (4:41 minutes) <i>"Revolution" in Kuhn's Structures of Scientific Revolutions</i>: Explores the meaning of the word revolution as meant by Thomas Kuhn.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section in <i>Western Civilizations II Workbook</i>, pp. 30-32.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the essential question posed by drawing upon your opinions and the events described by Barber</li> </ul>
<p><b>21 September</b></p>	<p><b>Essential Question:</b> How did certain philosophers and scientists become associated with the Scientific Revolution?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Review the building block of facts from the previous lesson.</p> <p><b>Step 2:</b> Read and study the documents from Bacon, Galileo, Harvey, and Locke, then complete the <b>Historical Evidence Reports</b> in <i>Western Civilizations II Workbook</i>, pp. 33-47</p> <p><b>Step 3:</b> Develop and type responses to the questions located in the <b>Processing Section</b> of the workbook.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the ideas found in the readings but also what we learn about their</li> </ul>

	concerns and hopes
<b>23 September</b>	<p><b>Essential Question:</b> Was the Scientific Revolution revolutionary?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read the introduction by Joseph R. and Helen Buss Mitchell located below, then provide handwritten answers (informal and thoughtful) to the three questions in the workbook, p. 48.</p> <p><b>Step 2:</b> Read and record notes of the excerpts of secondary sources from two historians, Herbert Butterfield and Steve Shapin in <i>Western Civilizations II Workbook</i>, pp. 48-60</p> <p>You may also want to watch the following video:  <a href="http://www.youtube.com/watch?v=GT3NOGiLyTQ">http://www.youtube.com/watch?v=GT3NOGiLyTQ</a> (9:58 minutes) The Nature of Scientific Revolution: Parts of this video explains the Scientific Revolution as a paradigm shift and its implications for scientific research today.</p> <p><b>Step 3:</b> Develop and type responses to the questions located in the <b>Processing Section</b> of the workbook.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss how historians can offer divergent interpretations of the same event and your opinion of the Scientific Revolution</li> </ul>
<b>28 September</b>	<p><b>Essential Question:</b> What is the Enlightenment and does it differ from the Scientific Revolution?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 189-204, 270-272. You may also want to view the following videos:  <a href="http://www.youtube.com/watch?v=wcotFYwPTmk">http://www.youtube.com/watch?v=wcotFYwPTmk</a> (5:20 minutes) <i>OpenLearn: History Unit – The Enlightenment #1</i>: Describes the <i>Encyclopedie</i> project.  <a href="http://www.youtube.com/watch?v=A664QFwBNWU&amp;feature=channel">http://www.youtube.com/watch?v=A664QFwBNWU&amp;feature=channel</a> (3:44 minutes) <i>OpenLearn: History Unit – The Enlightenment #2</i>: Describes the impact of the Enlightenment on medicine during the eighteenth century.  <a href="http://www.youtube.com/watch?v=o3t8LwnlzdM&amp;feature=channel">http://www.youtube.com/watch?v=o3t8LwnlzdM&amp;feature=channel</a> (3:02 minutes) <i>OpenLearn: History Unit – The Enlightenment #3</i>: Describes the appeal of antiquity during the Enlightenment.  <a href="http://www.youtube.com/watch?v=D8ajTL0wg3U&amp;feature=channel">http://www.youtube.com/watch?v=D8ajTL0wg3U&amp;feature=channel</a> (4:18 minutes) <i>OpenLearn: History Unit – The Enlightenment #4</i>: Describes how Enlightenment philosophes perceived the "noble savage" and slavery.  <a href="http://www.youtube.com/watch?v=3NG8iHbhf-A&amp;feature=channel">http://www.youtube.com/watch?v=3NG8iHbhf-A&amp;feature=channel</a> (4:20 minutes) <i>OpenLearn: History Unit – The Enlightenment #5</i>: Describes how Frederick II, Prussian king, admired the Enlightenment.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section in the workbook.</p> <p><b>Step 3:</b> Read and complete the HER for Montesquieu, Beccaria, Kant, and Wollstonecraft in <i>Western Civilizations II Workbook</i>, pp. 61-80.</p> <p><b>Step 4:</b> Develop and type responses to the questions located in the <b>Processing Section</b> of the workbook.</p>

	<p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the defining features of Enlightenment writing and how it fits into the master narrative of Western Civilization</li> </ul>
<p><b>30 September</b></p>	<p><b>Essential Question: How revolutionary was the Industrial Revolution?</b></p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 257-269, 249-252, 257-289, 291-306. The following YouTube videos are examples of the Eurocentric interpretation as well:</p> <p><a href="http://www.youtube.com/watch?v=qwZCLaotRQE&amp;feature=related">http://www.youtube.com/watch?v=qwZCLaotRQE&amp;feature=related</a> (59 seconds) 4 <i>Living During the Industrial Revolution</i></p> <p><a href="http://www.youtube.com/watch?v=HNUSes7cJss&amp;feature=related">http://www.youtube.com/watch?v=HNUSes7cJss&amp;feature=related</a> (58 seconds) 6 <i>The Birth of an Industrial Revolution</i></p> <p><a href="http://www.youtube.com/watch?v=C6BZ-WTcR8Y&amp;feature=related">http://www.youtube.com/watch?v=C6BZ-WTcR8Y&amp;feature=related</a> (1:28 minutes) 6 <i>The Birth of an Industrial Revolution 2</i></p> <p><a href="http://www.youtube.com/watch?v=vPIFGGJkQK0&amp;NR=1">http://www.youtube.com/watch?v=vPIFGGJkQK0&amp;NR=1</a> (1:28 minutes) 7 <i>The Growth of Industrial Cities</i></p> <p><a href="http://www.youtube.com/watch?v=AT-ToV5heso">http://www.youtube.com/watch?v=AT-ToV5heso</a> (2:23 minutes) 10 <i>The Industrial Revolution in England</i></p> <p>In this series of short clips, you can acquire some visual images accompanied by brief descriptions of various aspects of the Industrial Revolution.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section in <i>Western Civilizations II Workbook</i>, pp. 81-88.</p> <p><b>Step 3:</b> Develop and type responses to the questions located in the <b>Processing Section</b> of the workbook.</p>
<p><b>5 October</b></p>	<p><b>Essential Question:</b> How does the Eurocentric interpretation of the Industrial Revolution compare to Marks' world history approach?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Complete Perception/Misperception Assessment in workbook, p. 89.</p> <p><b>Step 2:</b> Review Marks pp. 1-16 and your notes from that day.</p> <p><b>Step 3:</b> For discussion, read Landes, <i>The Unbound Prometheus</i> in the <i>Western Civilizations II Workbook</i>, pp. 89-101; <b>and</b> Marks, <i>The Origins of the Modern World</i>, pp. 95-118, 123-130</p> <p><b>Step 4:</b> Develop and type responses to the questions located in the <b>Processing Section</b> of the workbook.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the potential responses to the essential question</li> </ul>
<p><b>7 October</b></p>	<p><b>Essential Question:</b> What were the motives of imperialism? Was it Western hubris?</p> <p><b>Before class do the following:</b></p>

	<p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 307-318 and Marks, <i>Origins of the Modern World</i>, pp. 142-151. You may want to watch the following videos:</p> <p><a href="http://www.youtube.com/watch?v=OJe1W_HIWmA">http://www.youtube.com/watch?v=OJe1W_HIWmA</a> (4:08 minutes) <i>European Imperialism in Africa</i>: Briefly describes the motives of imperialism in Africa.</p> <p><a href="http://videos.howstuffworks.com/hsw/9539-when-civilizations-end-european-imperialism-in-africa-video.htm">http://videos.howstuffworks.com/hsw/9539-when-civilizations-end-european-imperialism-in-africa-video.htm</a> <i>When Civilizations End: Africa and India</i>: Briefly describes the context in which nineteenth-century imperialism occurred in Africa.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section of the workbook.</p> <p><b>Step 3:</b> Read and study the documents from Macaulay, Earl of Cromer, Ferry, Lugard, and Beveridge, then complete the <b>Historical Evidence Reports</b> in the <i>Western Civilizations II Workbook</i>, pp. 102-123</p> <p><b>Step 4:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss how imperializers perceived their roles and motives</li> </ul>
<p><b>12 October</b></p>	<p><b>Essential Questions:</b> What was the impact of imperialism on indigenous people? What were the perceptions of Western Civilization among indigenous people?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Review Motives of Imperialism HER. You may also want to view these videos:</p> <p><a href="http://www.youtube.com/watch?v=AHD8OtAOIMc&amp;feature=related">http://www.youtube.com/watch?v=AHD8OtAOIMc&amp;feature=related</a> (3:34 minutes) <i>[Meiji Restoration, Japan] Black Ship Coming</i>: Recreates what happened among Japanese leaders when the American fleet arrived in 1853 at Edo Bay.</p> <p><a href="http://www.youtube.com/watch?v=DzsQjQatvL0&amp;feature=related">http://www.youtube.com/watch?v=DzsQjQatvL0&amp;feature=related</a> (6:33 minutes) <i>China and Opium War</i>: Briefly describes the Opium Wars, which allowed Great Britain to violate Chinese sovereignty.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section of the workbook.</p> <p><b>Step 3:</b> Read and study the documents from Kumalo, Naoroji, Fukuzawa, and Prince Gong, then complete the <b>Historical Evidence Reports</b> in the <i>Western Civilizations II Workbook</i>, pp. 124-144.</p> <p><b>Step 4:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss how indigenous people experienced imperialism</li> </ul>
<p><b>14 October</b></p>	<p><b>Essential Questions:</b> How does a Eurocentric interpretation of the legacy of imperialism compare to a non-Eurocentric?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read and study the essay excerpts by von Laue and A. Adu Boahen in the <i>Western Civilizations II Workbook</i>, pp. 145-160. You may also want to</p>

	<p>watch the following video:</p> <p><a href="http://www.youtube.com/watch?v=uu6-TLCONRQ&amp;feature=related">http://www.youtube.com/watch?v=uu6-TLCONRQ&amp;feature=related</a> (9:49 minutes)  <i>Colonialism: Sins of Europe in the Scramble for Africa</i>: Describes in what ways imperialism has left a legacy of violence and unrest.</p> <p><a href="http://www.youtube.com/watch?v=eTDK1Ns6V4A">http://www.youtube.com/watch?v=eTDK1Ns6V4A</a> (7:30 minutes) <i>What is Orientalism?</i>  Explores how and why stereotypic images of the Middle East are perpetuated in Western Civilization. While it may not seem directly related to imperial legacies, bear in mind that nineteenth-century imperialism extended into the Middle East.</p> <p><b>Step 2:</b> List the major points of both historian's essays in the note taking section.</p> <p><b>Step 3:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss responses to the essential question</li> </ul>
<p><b>19 October: Historical Writing Quiz must be completed in BOLT before the beginning of class.</b></p>	
<p><b>19 October</b></p> <p>Historical Writing Quiz Completed before Class today</p>	<p><b>Lecture: Historical Writing</b></p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Complete the tutorials located on the following web pages:  <a href="http://facstaff.bloomu.edu/istallba/w_writing.html">http://facstaff.bloomu.edu/istallba/w_writing.html</a>  <a href="http://facstaff.bloomu.edu/istallba/i_integrity.html">http://facstaff.bloomu.edu/istallba/i_integrity.html</a></p> <p><b>Step 2:</b> Review the Conventions in Historical Writing Manual found in <i>Western Civilizations II Workbook</i>, pp. 334-348</p> <p><b>Step 3:</b> Upon completion of these tutorials, go to BOLT and take the Historical Writing Quiz. This must be completed by 19 October <u>before</u> our class meeting.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to learn more about historical writing</li> </ul>
<p><b>Essay #1 Due 21 October in class. Hard copy to my History Office Mailbox (104 OSH) and copy submitted to BOLT Dropbox.</b></p>	
<p><b>21 October</b></p> <p>Essay #1 due today</p>	<p><b>Essential Questions:</b> What are the origins of the Great War? Was war justifiable?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 315-331 and watch the following YouTube videos:  <a href="http://www.youtube.com/watch?v=n7kp3vf1uKA">http://www.youtube.com/watch?v=n7kp3vf1uKA</a> (8:42 minutes)  <a href="http://www.youtube.com/watch?v=gjlGoe1mnw0&amp;NR=1">http://www.youtube.com/watch?v=gjlGoe1mnw0&amp;NR=1</a> (7:49)  <i>Origins of World War I</i> (2 of 2): Imperial rivalries, militarism, alliances, and nationalism are often seen as a long term cause for the origins of WWI. These two videos provide</p>

	<p>conventional descriptions of these long-term causes.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section of the <i>Western Civilizations II Workbook</i>, pp. 161-166.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to ponder the essential questions</li> </ul>
26 October	<p><b>Essential Questions:</b> Were the origins of the Great War just? To what extent did the Hague Convention influence events in July 1914? What is total war?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read and Study: Brian Orend, "When is War Justifiable?" <b>and</b> excerpts from the Hague Convention of 1907 in <i>Western Civilizations II Workbook</i>, pp. 167-178.</p> <p><b>Step 2:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss the just war theories as it applied to WW I.</li> <li>• to learn about concept of total war through lecture &amp; film</li> </ul>
28 October	<p><b>Essential Questions:</b> What was the impact of war on soldiers? Was <i>jus in bello</i> a principle that could be followed in total war?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read and study the documents from Hossack, Jünger, Anonymous Man, Eisenmenger, and Freud, then complete the <b>Historical Evidence Reports</b>, in <i>Western Civilizations II Workbook</i>, pp. 179-203.</p> <p><b>Step 2:</b> Study the following videos:</p> <p><a href="http://www.youtube.com/watch?v=-Tv5gBa9DQs&amp;feature=related">http://www.youtube.com/watch?v=-Tv5gBa9DQs&amp;feature=related</a> (3:54 minutes) <i>Battle of the Somme-Real Footage</i>: Shows footage from the Battle of the Somme without narration. The casualty rates are not accurate.</p> <p><a href="http://www.youtube.com/watch?v=TGVmOS9yM6M&amp;feature=related">http://www.youtube.com/watch?v=TGVmOS9yM6M&amp;feature=related</a> (4:30 minutes) <i>Original WW I Battle Footage Passchendaele 1917 Pont des Arts</i>: This video provides still and moving images of Passchendäle, the last major battle on the Western Front, with a contemporary musical score.</p> <p><a href="http://www.youtube.com/watch?v=ZJEaUeRruB0&amp;NR=1">http://www.youtube.com/watch?v=ZJEaUeRruB0&amp;NR=1</a> (5:43 minutes) <i>WW I-the horrors of war</i>: A highly stylized series of video clips that offer no context but does provide some additional visuals. Does include some images of British soldiers having experienced "shell shock". Not all of the captions necessarily make sense.</p> <p><b>Step 3:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss responses to the essential questions</li> </ul>
2 November	<p><b>Essential Question:</b> How, if at all, did Western Civilization bring peace to their world destroyed by total war?</p>

	<p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 331-344. You may also want to watch the following video:  <a href="http://www.youtube.com/watch?v=ShRA8HRMR4Q">http://www.youtube.com/watch?v=ShRA8HRMR4Q</a> (8:01 minutes) <i>Paris Peace Conference—1919</i>: Describes in conventional terms the negotiations that led to the treaties that ended WWI with special focus on the Treaty of Versailles.  <a href="http://www.youtube.com/watch?v=TzAcinwTvzU&amp;feature=related">http://www.youtube.com/watch?v=TzAcinwTvzU&amp;feature=related</a> (8:32 minutes) <i>Threats to Peace 1919-1923</i> Describes in conventional ways how the Treaty of Versailles affected Germany.  <a href="http://www.youtube.com/watch?v=aiwdiCo7990">http://www.youtube.com/watch?v=aiwdiCo7990</a> (9:18 minutes) <i>WW I Middle-East Treaties</i> This video describes how the Paris Peace Conference negotiated peace with Turkey (Treaty of Sevres) and its impact on the Middle East.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section.</p> <p><b>Step 3:</b> Read and study the documents from Dutch Newspaper <i>Algemeen Handelsblad</i>, The Hague Draft Rules of Air Warfare, and Treaty Providing for the Renunciation of War as an Instrument of National Policy, then complete the <b>Historical Evidence Reports</b>, in <i>Western Civilizations II Workbook</i>, pp. 204-218</p> <p><b>Step 4:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss responses to the essential questions</li> </ul>
<p><b>4 November</b></p>	<p><b>Essential Question:</b> Did total war produce totalitarian regimes? Was totalitarianism a solution to uncertainty? How did these regimes attempt total control?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 345-352 and watch the following YouTube videos:  <a href="http://www.youtube.com/watch?v=tM79_7XYbcA&amp;feature=related">http://www.youtube.com/watch?v=tM79_7XYbcA&amp;feature=related</a> (9:58 minutes) <i>Joseph Stalin, the Real History – Part 3</i>  <a href="http://www.youtube.com/watch?v=HahFJbp8U5I&amp;NR=1">http://www.youtube.com/watch?v=HahFJbp8U5I&amp;NR=1</a> (9:58 minutes) <i>Joseph Stalin, the Real History – Part 4</i>  Describes the development of the cult of personality cultivated around Stalin to enhance his power.  <a href="http://www.youtube.com/watch?v=2P15793fL-k&amp;feature=related">http://www.youtube.com/watch?v=2P15793fL-k&amp;feature=related</a> (9:50 minutes) <i>The Nazis Helped into Power 4 of 5</i> This segment describes the impact of the Great Depression on German politics especially focusing on the tensions between Communists and Nazis in the late Weimar republic.  <a href="http://www.youtube.com/watch?v=NbsSZT2cBu4&amp;feature=related">http://www.youtube.com/watch?v=NbsSZT2cBu4&amp;feature=related</a> (9:35 minutes) <i>The Nazis: Chaos and Consent 3 of 5</i>  <a href="http://www.youtube.com/watch?v=oAprLOvAp3U&amp;feature=related">http://www.youtube.com/watch?v=oAprLOvAp3U&amp;feature=related</a> (9:24 minutes) <i>The Nazis: Chaos and Consent 4 of 5</i>:  Both segments are from this six-part documentary film that describes why many German may have been embraced Nazism or Hitlerism and how some were persecuted through denunciations.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section.</p> <p><b>Step 3:</b> Read and study the documents from Stalin, <i>Pravda</i>, Hans Anschutz, Law</p>



	<p>for the Protection of Hereditary Health, and German Ministry of Education, then complete the <b>Historical Evidence Reports</b>, in <i>Western Civilizations II Workbook</i>, pp. 219-236.</p> <p><b>Step 4:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss responses to the essential questions</li> </ul>
<p><b>9 November</b></p>	<p><b>Essential Question: What were the origins of World War II in Europe, 1939-1941?</b></p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 352-360 and watch the following videos:</p> <p><a href="http://www.youtube.com/watch?v=FUngG2CRYdY">http://www.youtube.com/watch?v=FUngG2CRYdY</a> (5:20 minutes) <i>AJP Taylor: The Origins of the Second World War</i>: Explores AJP Taylor's revisionist interpretation that Hitler was not responsible for World War II.</p> <p><a href="http://www.youtube.com/watch?v=s3MSvStI4i4&amp;feature=channel">http://www.youtube.com/watch?v=s3MSvStI4i4&amp;feature=channel</a> (8:24) <i>Battle at Barbarossa Documentary part 1</i>: A segment from the World at War series that offers background information on German and Soviet conditions on the eve of Germany's invasion in June 1941.</p> <p><a href="http://www.youtube.com/watch?v=YaKwloKQYfy&amp;feature=related">http://www.youtube.com/watch?v=YaKwloKQYfy&amp;feature=related</a> (8:30 minutes) <i>World at War: Barbarossa Part 2 of 6</i>: Describes Soviet-German relations from 1940 through spring 1941 to show how Hitler strengthened alliances against the Soviets.</p> <p><a href="http://www.youtube.com/watch?v=BU3vMXds5IQ&amp;feature=related">http://www.youtube.com/watch?v=BU3vMXds5IQ&amp;feature=related</a> (9:38 minutes) <i>The Nazis: The Wrong War 2 of 5</i></p> <p><a href="http://www.youtube.com/watch?v=i199hLa9GWY&amp;feature=related">http://www.youtube.com/watch?v=i199hLa9GWY&amp;feature=related</a> (9:40 minutes) <i>The Nazis: The Wrong War 3 of 5</i></p> <p><a href="http://www.youtube.com/watch?v=VcXYPO-Lgc&amp;feature=related">http://www.youtube.com/watch?v=VcXYPO-Lgc&amp;feature=related</a> (9:53 minutes) <i>The Nazis: The Wrong War 4 of 5</i>: This group of videos are part of a larger series; this selection focuses on German efforts to improve relations with Great Britain in the 1930s, the Munich Agreement through the invasion of Czechoslovakia, spring 1939, which marked an end to appeasement.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section in the Workbook.</p> <p><b>Step 3:</b> Read and study the documents of the Hossbach Memorandum and the debate in the British Parliament between Chamberlain and Churchill, and Hitler's speech, then complete the <b>Historical Evidence Reports</b>, in the <i>Western Civilizations II Workbook</i>, pp. 237-256.</p> <p><b>Step 4:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss responses to the essential questions</li> </ul>
<p><b>11 November</b></p>	<p><b>Essential Question:</b> The origins of the final solution: who all made the decision, when, and how?</p>

	<p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 360-363</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section.</p> <p><b>Step 3:</b> Read and study the document excerpts from Hitler's Speech, Brandt, Frank, Goering, Einsatzgruppen Report, Kozack, Wannsee, and Hoess, then complete the <b>Historical Evidence Reports</b>, in the <i>Western Civilizations II Workbook</i>, pp. 257-280.</p> <p><b>Step 4:</b> Watch the following videos on YouTube:</p> <p><a href="http://www.youtube.com/watch?v=6TVzj-s_pEc&amp;feature=channel">http://www.youtube.com/watch?v=6TVzj-s_pEc&amp;feature=channel</a> (9:36 minutes) <i>The Nazis: The Road to Treblinka 2 of 5</i></p> <p><a href="http://www.youtube.com/watch?v=Orl3PcyWt7k&amp;feature=channel">http://www.youtube.com/watch?v=Orl3PcyWt7k&amp;feature=channel</a> (9:50 minutes) <i>The Nazis: The Road to Treblinka 3 of 5</i></p> <p><a href="http://www.youtube.com/watch?v=TrgeUxZ3fZU&amp;feature=channel">http://www.youtube.com/watch?v=TrgeUxZ3fZU&amp;feature=channel</a> (9:34 minutes) <i>The Nazis: The Road to Treblinka 4 of 5</i> These three videos are part of a series and focus most closely on the origins of the decision to exterminate Europe's Jews.</p> <p><a href="http://www.youtube.com/watch?v=sf0MPVKL5oI">http://www.youtube.com/watch?v=sf0MPVKL5oI</a> (8:48 minutes) Nuremberg trial testimony of Rudolf Höss, 15 April 1946</p> <p><b>Step 5:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss responses to the essential questions</li> </ul>
<p><b>16 November: Worksheet on perpetrators and victims (0-10 points) will be collected at the beginning of class.</b></p>	
<p><b>16 November</b></p> <p>Worksheet due today</p>	<p><b>Essential Questions:</b> Who were the perpetrators and what did the victims experience?</p> <p><b>Before class do the following:</b></p> <p><b>Step 1:</b> Review the factual details learned about the origins of the final solution from the previous lesson to remind yourself of the time frame in which the above readings belong. You may want to watch the following videos:</p> <p><a href="http://www.youtube.com/watch?v=zaCdKwFchNw">http://www.youtube.com/watch?v=zaCdKwFchNw</a> (9:55 minutes) <i>The Holocaust in Color:</i> This footage was filmed by German propaganda teams and pre-date the decision to exterminate Jews systematically. Take note of the miserable conditions but also the "staging" (e.g. Star of David in window). The second half is footage of the Allied liberation of some of the camps.</p> <p><a href="http://www.youtube.com/watch?v=q7qc9LAtFmQ&amp;feature=more_related">http://www.youtube.com/watch?v=q7qc9LAtFmQ&amp;feature=more_related</a> (4:36 minutes) <i>Nuremberg Day 26 Ohlendorf</i> testifies about the Einsatzgruppen.</p> <p><a href="http://www.youtube.com/watch?v=MWJyAYyF8E">http://www.youtube.com/watch?v=MWJyAYyF8E</a> (2:27 minutes) <i>Twin Holocaust Survivors ...</i></p> <p><a href="http://www.youtube.com/watch?v=Ykm7SKWsl44&amp;NR=1">http://www.youtube.com/watch?v=Ykm7SKWsl44&amp;NR=1</a> (2:25 minutes) <i>Child Holocaust Survivor ...</i></p> <p><a href="http://www.youtube.com/watch?v=1PHPd67kYp0&amp;feature=channel">http://www.youtube.com/watch?v=1PHPd67kYp0&amp;feature=channel</a> <i>Surviving the Holocaust: Yaakov Hollander's Story</i></p> <p><a href="http://www.youtube.com/watch?v=A5kqZd1IAKw&amp;feature=more_related">http://www.youtube.com/watch?v=A5kqZd1IAKw&amp;feature=more_related</a> (2:55 minutes) <i>Holocaust Survivor Describes Escape from Cattle Car</i> The survivor accounts were produced by Yad Vashem archives.</p> <p><b>Step 2:</b> Read "Perpetrators and Victims" (below), Christopher Browning (below),</p>

	<p>in the <i>Western Civilizations II Workbook</i>, pp. 281-303 <u>and</u> Elie Wiesel's <i>Night</i> (book).</p> <p><b>Step 3:</b> Develop and type responses to the questions located in the <b>Processing Section</b>. This is a required assignment and <b><u>will be collected</u></b>.</p> <p><b>In class, be prepared:</b></p> <ul style="list-style-type: none"> <li>• to discuss responses to the essential questions, processing questions, and readings</li> </ul>
<p><b>18 November</b></p>	<p>t.b.a.</p>
<p><b>23 November</b></p>	<p>No class meeting; your Friday classes are meeting</p>
<p><b>30 November</b></p>	<p><b>Essential Questions: Is "just war" possible in an age of total war?</b></p> <p><b>Step 1:</b> Review the timeline for the Total War era and add relevant facts from this lesson; develop a sense of the sequence of events; review the just war theories we studied in a previous lesson.</p> <p><b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section. You may want to watch the following videos:</p> <p><a href="http://www.youtube.com/watch?v=JdQpYvsaujc&amp;feature=channel">http://www.youtube.com/watch?v=JdQpYvsaujc&amp;feature=channel</a> (10:00 minutes) <i>Nazi Germany vs. England Documentary part 1</i>: Recounts the Battle of Britain (1940). The narrator is a bit melodramatic in parts.</p> <p><a href="http://www.youtube.com/watch?v=4l4W29_GcN0&amp;NR=1">http://www.youtube.com/watch?v=4l4W29_GcN0&amp;NR=1</a> (8:31 minutes) An excerpt from the World at War series describing the initial impact of the German invasion of the USSR in summer 1941. Some of the scholarship has become outdated but the description of events are still useful.</p> <p><a href="http://www.youtube.com/watch?v=tCp6DED36gM&amp;feature=channel">http://www.youtube.com/watch?v=tCp6DED36gM&amp;feature=channel</a> (9:52 minutes) <i>The Air Battle over Germany 1/5</i>: Introduces some of the major themes triggered by the air attacks on Germany including motives and impact. It is largely from the Allied context.</p> <p><a href="http://www.youtube.com/watch?v=PldkDLyKJaw&amp;NR=1">http://www.youtube.com/watch?v=PldkDLyKJaw&amp;NR=1</a> (9:57 minutes) <i>The Air Battle over Germany 2/5</i>: Describes the early phase of British Bomber Command's attack on Germany.</p> <p><a href="http://www.youtube.com/watch?v=NF4LQaWJRDg&amp;NR=1">http://www.youtube.com/watch?v=NF4LQaWJRDg&amp;NR=1</a> (4:36 minutes) Hiroshima: Dropping the Bomb - BBC</p> <p><a href="http://www.youtube.com/watch?v=ncq_Wye43TM">http://www.youtube.com/watch?v=ncq_Wye43TM</a> (4:51 minutes) Atomic Bombing of Nagasaki – BBC</p> <p><a href="http://www.youtube.com/watch?v=VvzDSnQCh6c&amp;NR=1">http://www.youtube.com/watch?v=VvzDSnQCh6c&amp;NR=1</a> (4:00 minutes) Remembering the tragic aftermath of the Hiroshima bomb - BBC</p> <p><b>Step 3:</b> Read and study the documents below which are organized into three topics/groups: London Blitz, Firebombing of Dresden, and the Atomic bomb, then complete the <b>Historical Evidence Reports</b>, <i>Western Civilizations II Workbook</i>, pp. 304-327. Please note: you are encouraged to take notes for each document group.</p> <p><b>Step 4:</b> Develop and type responses to the questions located in the <b>Processing Section</b>.</p>
<p><b>Essay #2 Due 2 December by 3:00 PM. Hard copy to my History Office Mailbox (104 OSH)</b></p>	

**and copy submitted to BOLT Dropbox.**

<p><b>2 December</b></p> <p>Essay # 2 Due</p>	<p><b>Lecture: Western Civilization after Catastrophe</b></p> <p><b>Step 1:</b> Read Barber's <i>Complete Idiot's Guide to European History</i>, pp. 365-399.  <b>Step 2:</b> Complete the <b>Building Blocks of Facts</b> section, <i>Western Civilizations II Workbook</i>, pp. 328-331. You may want to watch the following videos:</p> <p><a href="http://www.youtube.com/watch?v=Rm6Vc6NZDrM&amp;feature=channel">http://www.youtube.com/watch?v=Rm6Vc6NZDrM&amp;feature=channel</a> (10:22 minutes) <i>The Guilty Men of World War II</i>: Production of the Us Army Signal Corps and Warwick Pictures in 1945.</p> <p><a href="http://www.youtube.com/watch?v=aH_pRKFYcMI&amp;feature=channel">http://www.youtube.com/watch?v=aH_pRKFYcMI&amp;feature=channel</a> (3:13 minutes) <i>United Nations – Highlights of Historical Archives</i>: Film montage assembled by the United Nations.</p> <p><a href="http://www.youtube.com/watch?v=GbQTYHAN2c8&amp;feature=related">http://www.youtube.com/watch?v=GbQTYHAN2c8&amp;feature=related</a> (10:08 minutes) <i>The History of the United Nations</i>: Brief description of the UN's origins to provide context for the UN mission in Bosnia.</p> <p><a href="http://www.youtube.com/watch?v=8d2ehahN880&amp;feature=related">http://www.youtube.com/watch?v=8d2ehahN880&amp;feature=related</a> (9:49 minutes) <i>Race for the Nuclear Bomb Part 1/5</i></p> <p><a href="http://www.youtube.com/watch?v=HpYCplyBknl">http://www.youtube.com/watch?v=HpYCplyBknl</a> (9:55 minutes) <i>The Cold War – Part 1: From World War to Cold War</i></p> <p><a href="http://www.youtube.com/watch?v=fu4eHKFIXmA&amp;feature=related">http://www.youtube.com/watch?v=fu4eHKFIXmA&amp;feature=related</a> (8:11 minutes) <i>The Cold War – Part 2: Containment 1/2</i></p> <p><a href="http://www.youtube.com/watch?v=KAngetJA4Jc&amp;NR=1">http://www.youtube.com/watch?v=KAngetJA4Jc&amp;NR=1</a> (5:04 minutes) <i>The Cold War – Part 2: Containment 2/2</i></p> <p><a href="http://www.youtube.com/watch?v=3EG99KxEkgE&amp;feature=related">http://www.youtube.com/watch?v=3EG99KxEkgE&amp;feature=related</a> (9:32 minutes) <i>The Cold War – Part 7: Third World Wars</i></p> <p><a href="http://www.youtube.com/watch?v=Tgnm1TBZdV4&amp;feature=channel">http://www.youtube.com/watch?v=Tgnm1TBZdV4&amp;feature=channel</a> (6:25 minutes) <i>The Cold War – Part 11: The Wall [1989-1992]</i></p> <p>This series of videos describe essential events of the Cold War in the context of US history.</p>
<p><b>7 December: Worksheet for Marks and What factors explain the rise of the West (worth 0-10 points) due at the beginning of class meeting.</b></p>	
<p><b>7 December</b></p> <p>Worksheet due today</p>	<p><b>Essential Questions: What is Western Civilization? What accounts for its rise to power? What are its accomplishments and failings? What is its future?</b></p> <p><b>Step 1:</b> Review the earlier reading assignments that you had for Robert Marks (includes pp. 1-16, 21-39, 67-92, 95-118, 123-130) including the glossary.  <b>Step 2:</b> Read Marks' <i>Origins of the Modern World</i>, pp. 155-207.  <b>Step 3:</b> Develop and type responses to the questions located in the <b>Processing Section</b>, <i>Western Civilizations II Workbook</i>, pp. 331-335.</p>
<p><b>9 December</b></p>	<p>t.b.a.</p>
<p><b>15 December</b></p>	<p>Final Exam: 8:00-10:00 AM</p>