History 102                 Spring 2013
Fridays 9 a.m. – 11: 50 a.m.                                Room 104

Professor Susan G. Thompson
Office: 302T, 703-878-5632
Office Hours: Office Hours: Mon & Wed 8-9:30 a.m. & 1:45-2:15 p.m., Tues 12 -1 p.m., Thurs 11 a.m. - 2 p.m. (flex hours), and Fri 12–2 p.m. (flex hours). Please make an appointment for flex hours.
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Required Textbook:


Course Overview: History 102 will examine Western Civilization from the 17th century through the modern period. Lecture hours: 3   Lab hours: none   Prerequisites: none

Outcomes/Objectives: Upon satisfactory completion of HIST 102 students should be able to:
A. Outline the flow of historical events.
B. Critically analyze historical evidence to evaluate objectivity and reliability of information.
C. Analyze historical cause and effect relationships and develop evaluative supportive arguments.
D. Identify the geographical locations of major events in Western history.
E. Improve their reading and writing skills.
F. Recognize the origins of one’s own personal beliefs and the cultural context from which they originate.

Assignments: This term there will be two exams, five quizzes, a museum-based essay, and a final exam. The due dates for these assignments are listed below on the syllabus. In addition there may be worksheets, reviews of sources, videos, and short writing assignments done in class; this is why it is very important to keep up with reading assignments and to have good attendance. I keep a grade book on blackboard with all graded assignments in it. Your grade at the end of the term is the number of points you earned divided by the total points available in the class and applied to a 10% grade scale. For example, 90% and up = A, 80% - 89% = B, 70% - 79% = C, 60% - 69% = D, below 60% is failing. In-class assignments will not be offered to those who miss class that day.

Quizzes: Over the semester there will be five quizzes on our assigned readings. I do not offer make-ups on missed quizzes-no exceptions. However, one quiz is a “free” one and can be missed with no detriment to your grade. If you take all 5 quizzes, the additional points will be added to your total. In this way you can earn extra-credit points.

Exam Make-up Policy: Only those students who have experienced an emergency, who have documentation to prove this, and who have been excused by me are eligible for exam make-ups.
Students must notify me of their sad misfortune on or before the day of the exam by email or phone. Late excuses will not be accepted nor will non-excuses like vacation and planned events. Students without documented emergencies will not be offered a make-up and will have to accept a zero for that exam.

**Attendance:** Attendance is important to success in this class. Our textbook is designed to supplement lectures and class activities, not replace them. In addition, points are often gained through in-class activities and participatory exercises. If you are absent it is impossible to gain these points and you may fail the course. The last day to drop the course with a tuition refund in **February 1st**, the last day to withdraw from the course without a grade penalty is **March 25th**.

**NOVA Catalog 2012-2013**
**Attendance/Student Participation pg. 40**

Education is a cooperative endeavor between the student and the instructor. Instructors plan a variety of learning activities to help their students master the course content. Your contribution is to participate in these activities within the framework established in the class syllabus. If you do not attend at least one class meeting or participate in a distance learning class by the Census Date (Last Day to Drop with a Tuition Refund), your class registration will be administratively deleted. This means that there will be no record of the class or any letter grade on your transcript. Furthermore, your class load will be reduced by the course credits, and this may affect your full-time or part-time student status. Your tuition will not be refunded.

**Academic Dishonesty Policy:** **NOVA Catalog 2012-2013**
**Academic Dishonesty pg. 44 - 45**

When College officials award credit, degrees, and certificates, they must assume the absolute integrity of the work you have done; therefore, it is important that you maintain the highest standard of honor in your scholastic work.

The College does not tolerate academic dishonesty. Students who are not honest in their academic work will face disciplinary action along with any grade penalty the instructor imposes. Procedures for disciplinary measures and appeals are outlined in the Student Handbook. In extreme cases, academic dishonesty may result in dismissal from the College. Academic dishonesty, as a general rule, involves one of the following acts:

1. Cheating on an examination or quiz, including giving, receiving, or soliciting information and the unauthorized use of notes or other materials during the examination or quiz.
2. Buying, selling, stealing, or soliciting any material purported to be the unreleased contents of a forthcoming examination, or the use of such material.
3. Substituting for another person during an examination or allowing another person to take your place.
4. Plagiarizing means taking credit for another person’s work or ideas. This includes copying another person’s work either word for word or in substance without acknowledging the source.
5. Accepting help from or giving help to another person to complete an assignment, unless the instructor has approved such collaboration in advance.

Knowingly furnishing false information to the College; forgery and alteration or use of College documents or instruments of identification with the intent to defraud.
**Classroom Expectations:** While late arrivals to class are sometimes unavoidable, they are disruptive to class if they become habitual. Please be on time, refrain from talking to classmates during lectures, **mute and put away cell phones** upon entering the classroom and be courteous to others in class. Disruptive behavior includes a variety of behaviors such as text messaging, talking during lecture, reading outside materials, and/or bothering other students. Students in violation will be asked to leave the classroom and may be removed from the course.

**ADA Statement:** Please inform me within the first two weeks of classes if you have received a special needs or a disability accommodation that may affect your performance in this course. The Special Needs/Disabilities Counselor is located in room WS 202F (703) 878-5761 (Pamela Manuel).

**Fire/Emergency Evacuation Procedures:** In case of emergency, please follow the emergency procedure as discussed on the first day of class and as posted in the classroom.

**Academic Advising Statement:** Academic advising is a comprehensive program facilitated by counselors, teaching faculty, and student services personnel who share responsibility with advisees for student success. To be assigned a faculty advisor, please visit the academic division for the major of interest (i.e. Business Administration – Business & Social Sciences Division). For all first semester-first time to college students, please visit Student Services (Room # 202 WS) to be assigned an advising specialist.

**Inclement Weather Policy:** In the event that the college is closed please refer to the college website for FAQs: [http://www.nvcc.edu/about-nova/emergency/closing/index.html](http://www.nvcc.edu/about-nova/emergency/closing/index.html) In addition, please go to our course blackboard page for any specific communications about our class.

**Course information:** You must be proficient with Blackboard to meet the requirements for this course. I will post various documents, lecture notes, grade progress, and reminders online via Blackboard so that you can access information about the course at any time. You can also access the syllabus and email me through Blackboard. Periodically, we will have quizzes and assessments on Blackboard as well.

**Course Schedule** - the readings noted should be done for class that day

**Section I: Early Modern Europe turns on the light: Science, Money and Power**

**Week 1 - 1/18**
- Introduction
- Early Modern European States
  
  Readings in Spielvogel, chapter 13 from pg. 448

**Week 2 - 1/25**
- European Expansion & Mercantilism
  
  Readings in Spielvogel: Chapter 14, especially the source on pgs 470-471

  Witchcraft and the Thirty Years' War
  
  Read Chapter 15 up to pg 506
  
  *pay particular attention to the handout on the trial of Suzanne Gaudry (on blackboard - course documents)
Week 3 – 2/1

Finish up Thirty Years' War from last week
Early Modern European Absolutism
Read Chapter 15 pgs 506-51
*closely read the handout by Cardinal Richelieu (on blackboard) and pgs 480-481 in the textbook

**QUIZ 1

Week 4 – 2/8

Limited Monarchies
Read Chapter 15 pgs 525-545
*Study sources on pgs 530-531, and 536-537
The Scientific Revolution
Read Chapter 16 with a focus on all primary evidence (blue pages)

Week 5 – 2/15

The Enlightenment and Early Modern Society
Read chapter 17 with a special focus on pgs 586-587, and 592-593

**QUIZ 2

Section 2: The Age of Revolution: Life, Liberty, Property (go, proletariat!)

Week 6 – 2/22

**EXAM 1 on section I: Early Modern Europe
French Revolution
Read Ch. 19 up to pg 674, focus on the sources on pgs 660-662 and 670

Week 7 – 3/1

French Revolution (continued)
Napoleon and the early 19th century
Read Chapter 19 pgs 674-683, Chapter 21 pgs 749-754

Week 8 – 3/8

Agricultural & Industrial Revolutions
Chapter 18, pgs 631-636 with a focus on the source on pgs 634-635, and Chapter 20 up to 701, focus on the source on pg 694-695

**QUIZ 3

3/15

No Class -- Spring Break – Enjoy! Read!
Week 9 - 3/22  Legacies of Industrialism: Society and Socialism  
   Read Ch. 20, pgs 701-717, 733-735, and Chapter 22, pgs. 781-782 with a big focus on the source on pgs 784-785.

Week 10 - 3/29  Imperialism  
   Read Chapter 24 from pg 857 and focus on the primary sources on pgs 858-859

Week 11 - 4/5  No class this week – professor is away at a conference
   Into the Modern World: Europe 1850-1900
   Chapter 23
   1) complete **QUIZ 4 online
   2) work on your Museum Essay (it’s due in 3 weeks!)

Section 3: Tales of War and Anxiety: Dulce et decorum est pro patria mori

Week 12 - 4/12  **EXAM 1 on Section II: Age of Revolution
   World War I
   Read pages 871-905 in textbook. and the primary source letters posted on Course Documents.

Week 13 - 4/19  Turmoil between the Wars
   Read Chapter 26, pgs 937-945.
   *on you tube watch a portion of the ballet by Igor Stravinsky called the Rite of Spring. What do you think?
   Rise of Totalitarianism
   Read Chapter 26 with a focus on the sources on pgs 922-923, 934-935, 937

Week 14 - 4/26  WW II -Chapter 27, paying special attention to the sources on pgs 988, 996-997
   **MUSEUM ESSAY DUE

Week 15 - 5/3  Post-War world
   End of Chapter 27 and Chapter 28, with special attention on the opposing viewpoints on pgs 1006-1007
   **QUIZ 5
   Globalization (and review for final exam)

FINAL EXAM – Friday, May 10th at 10:00 a.m. (same room)
How do historians know anything about the past? The answer to this question is that historians utilize sources of information to tell us about those who lived in the past. There are two categories of historical sources. **Primary Sources** are written documents that give voice to the individuals who lived through historic events. A sub-category of this group are **visual sources** – paintings, drawings, sculpture, ceramics, monuments, maps, material goods – which provide valuable historical insights that are difficult to gain solely through investigation of written documents. **Secondary sources**, written primarily by scholars, offer interpretations of primary sources. Historians analyze and interpret primary sources, come to conclusions, and then publish their work in secondary sources.

For this assignment we will be using artifacts in or visits to local museums as primary sources. Choose one of the questions below to guide your research. For historians this means that you will rely on **primary, firsthand information** for your clues about the past, only turning to secondary sources for background and general information. I wish to know what educated opinions and ideas **you** form when analyzing objects from the past.

**Due date:** The assignment is due on or before the beginning of class on April 26th in paper form. *Remember, I do not accept emailed assignments at all. If you cannot get the essay to me on or before the due date, you can turn a copy in to my mailbox in room 302. It will be regarded as late and will be graded accordingly (minus one letter grade per day).* No assignments will be accepted at all after May 3rd.

**Guidelines:** The paper should be 2-3 double-spaced, normally-fonted pages and should include a picture of the primary source(s) used. Any ideas or lines in your paper from outside information like museum notes, books (including our textbook) and websites must be cited in the paper. Giving credit to others for their ideas is an important part of writing. You will use either parenthetical citations or footnotes, but please be consistent. You may use a first-person voice in this paper.

**(Plagiarism:** Using someone else’s ideas or phrasing and representing those ideas or phrasing as your own, **either on purpose or through carelessness, is a serious offense known as plagiarism.** “Ideas or phrasing” includes written or spoken material, from whole papers to paragraphs and even sentences. “Someone else” can mean a profession source, such as a published writer or critic in a book, magazine, encyclopedia; an electronic resource such as material we discover on the World Wide Web; another student at your school or anywhere else; a paper-writing “service” which offers to sell papers for a fee.

Source: Capitol Community College’s guide to Plagiarism (based on the MLA style):
[http://webster.commnet.edu/mla/plagiarism.shtml](http://webster.commnet.edu/mla/plagiarism.shtml)

Please consult a style guide for the proper method of citing information. You may find information on citing web sources at [http://www.fordham.edu/halsall/cite.html](http://www.fordham.edu/halsall/cite.html). (Keep in mind that if a website has no author, it cannot be utilized as a valid source.)
Directions: Choose one of the following questions to write about. Use the museum, our textbook, and your own educated and thoughtful opinions for this paper. No outside sources are required (and they end up detracting from your argument any way)—please use outside sources sparingly, or better yet, avoid them altogether.

**Question 1. Scientific Revolution**
At the Smithsonian National Air and Space Museum on the National Mall visit the gallery called *Explore the Universe* and examine any 17-18th European artifact there. (There may be a French astrolabe, a Tycho Armillary Sphere, or even Herschel’s 20’ telescope.) After choosing an item from the collection that draws your interest, describe it using our own words. What does the object imply about how the tools we use to study the universe have changed over time? (and what is implied about who “does” science? For example, are any women’s discoveries prominently displayed? Is this work that must be done in laboratory? Does it require years of specialized training?) How does the object show how our view of the universe has changed over time? Then turn your attention to the display. How has the museum chosen to display the object? What is the viewer supposed to feel when viewing the display? Is it popular with visitors? Why or why not? What main idea is the museum trying to “teach” us with this display?

**Question 2: Industrial Revolution**
At the Smithsonian Museum of American History choose one type of an industrial object (engine, turbine, camera, light bulb) and chart its change and improvement over time. The pieces you choose can be 18th or 19th century American or European. First, describe the pieces in your own words. Why was this machine or device developed in the first place? How did future models improve upon it? What does this imply about the process of creation and invention? Next, consider how it is offered to the public. How does the museum display industrial pieces? What do they call this section of the museum? Are the objects you’ve chosen popular with visitors? What is the impression the museum wants to give about the Industrial Revolution?

**Question 3: Totalitarianism and the Holocaust**
The United States Holocaust Museum illustrates the role intolerance and anti-Semitism played in World War II. (The museum is free, but requires guests to have passes that you can get online.) Consider the opening floor (top floor) exhibit entitled *Nazi Assault 1933-1939*. How did the tools of totalitarianism like propaganda, terror, and violence allow for the persecution of certain groups in Germany? Choose one particular object on exhibit and describe it in detail using your own words. How did the object marginalize Jews? How was the object meant to make Germans in the 1930s feel? Does it help answer the question of why so many people participated in the persecutions? Now consider the museum display. How is the object displayed and what do the museum curators want you to feel when looking at it? What is your impression of the whole experience at this museum? Is it designed (using propaganda) to make you feel that way?

**Question 4: Modern War Memorializing**
Visit three public war memorials in and around Washington D.C. In your own words, list and describe each in detail. What imagery do the designers use to memorialize the war dead? What ideas or themes do the memorials imply about war? How is the viewer supposed to feel upon regarding the memorials? Observe the visitors to the memorial: are all the memorials that you visited equally popular? What do people do at the memorial? What are they designed to “teach” us? One recent article referred to the “sprawling federal monument industry” at work in Washington D.C. How do war memorials help the government? What do they imply about the values of the modern United States?