

Indiana University-Purdue University Fort Wayne
H114 History of Western Civilizations since 1500
Spring Semester 2005
Bernd Fischer, Ph.D.

I DESCRIPTION AND GOALS: This course will provide a general survey of Early Modern and Modern European history since the Reformation emphasizing the social, cultural, economic, intellectual, and political aspects that have contributed to the formation of our own society. These developments will be analyzed from a chronological and historiographical perspective through lectures, discussions, readings, audio-visual presentations, and map study. The course has several aims: to provide an understanding of some of the achievements and failures of the western heritage; to examine continuities and contrasts between past and present; to understand the basics of the historian's craft; to sharpen the student's ability to criticize and interpret by reading, writing, and discussion.

II BOOKS:

Jackson J. Spielvogel, Western Civilization
Hammond Historical Atlas of the World
Ismail Kadare, Broken April
Erich Maria Remarque, All Quiet on the Western Front
James T. Baker, Study Guide for Western Civilization (Recommended)

III EVALUATION OF STUDENT PERFORMANCE:

Your grade will be determined as follows:

20% 1. Two 3-5 page book reviews. The book reviews will be divided into two parts. Part 1 should be a short synopsis of the book and the second part a critical analysis. Complete instructions will be distributed during the second week of class. Rough drafts may be turned in for comment.

40% 2. Two exams. (20% each)
These exams will be divided into two parts. Part 1 will consist of a series of short IDs. Students will be expected to identify and explain the significance of five out of nine terms. Part 2 will consist of two essay questions. Students will be expected to choose one and construct an essay which demonstrates an understanding of the material presented in lectures and in the reading, as well as an ability to intelligently synthesize and apply this material.

30% 3. A final exam.
The final exam will consist of a two hour exam patterned on the previous two exams.

10% 4. Attendance, participation and quizzes.

IV COURSE OUTLINE (approximate), ASSIGNMENTS, EXAMS:

Week 1 - January 10
Introduction
The study of history
The Reformation
Spielvogel, Chapter 13

Week 2 - January 17
The Reformation continued
Spielvogel, Chapter 14

Week 3 - January 24
The Reformation continued
The Wars of Religion
Spielvogel, Chapter 15

Week 4 - January 31
The expansion of Europe
Absolutism and Constitutionalism
Spielvogel, Chapter 16

Week 5 - February 7
The Scientific Revolution
The Enlightenment
Spielvogel, Chapters 17

Week 6 - February 14 Review and First Exam

Week 7 - February 21
The French Revolution
Spielvogel, Chapters 18-19

Week 8 - February 28
The Industrial Revolution
The Isms
Spielvogel, Chapters 20-21

Week 9 - March 14
The rise of Nationalism
The advance of the West
Spielvogel, Chapters 22-23
First Book Review (Remarque) Due March 17

Week 10 March 21
Background to World War I
World War I
Spielvogel, Chapters 24-25

Week 11 March 28 Review and Second Exam

Week 12 April 4
The Russian Revolution and Stalin
Spielvogel, review

Week 13 April 11
The rise of Hitler
World War II
Spielvogel, Chapter 26-27

Week 14 April 18
The post-war West
The fall of Communism and after
Spielvogel, Chapters 28-29
Second Book Review (Kadare) Due April 21

Week 15 April 25
Reading Week

Final Exam Tuesday, May 3, 10:30-12:30

Office: CM 207
Office Hours: TR 8:30-9m 11:45-1 and by appointment
Office Phone: 481-6698
e-mail: fischer@ipfw.edu or bernd9@comcast.net

This course is approved for General Education Area III: The Individual, Culture and Society

Students must understand the nature and diversity of individuals, cultures and societies around the world. An exploration of behavioral, societal and cultural processes forms the basis for that understanding. This understanding of diverse systems assists the student in overcoming provincialism; is developing the willingness, confidence, and sense of responsibility for making informed decisions; in acquiring the ability to assess personal behavior and that of others. Such learning requires an historical consciousness; familiarity with components of social structure and social institutions; knowledge of basic behavioral processes; comprehension of the interplay of ideas, technology, and social organization; and appreciation of the complex dimensions of personal and institutional rules.