History of Civilization II

1. HIS 106 History of Civilization II

WINTER II Term, 2016: (3 credits) Instructor: Bill Hayes

<b>bill.hayes@doane.edu>;<billd@hayes.org> (preferred)

Hunting’s Map of World Civilizations:<https://commons.wikimedia.org/wiki/File:%3AClash_of_Civilizations_map.png>

Location and Times: Doane College: Lincoln Campus, Room TBA, Tuesdays 06-10:30 p.m. Jan.11-Mar. 5, 2016

2. An analysis of how nations have changed over time—a key component of the very notion of “civilization.” As a result of these courses, students will gain an understanding of the Western and non-Western heritages in terms of their origins, development, values, and distinctive qualities. History of Civilization II, fulfills the requirement for a Foundational Area of Knowledge in Global and Cultural Contexts. Any course that fulfills that requirement will assure that students gain a greater understanding of the foundations of the modern world and interconnections of global cultures. After completing the course instruction, the student should have a heightened awareness of the nature of civilization, its economic, social, religious, political, and aesthetic components, and the forces contributing to the rise and fall of civilizations.
This term covers 1715 to the present.


4. Course Description:

HIS 106 History of Civilization II (3)
An analysis of the development of civilization in Europe and elsewhere. Particular attention will be paid to the evolution of a modern mind set. This course focuses on the theme of human perception of the nature of social, political, economic, and psychological forces and how they affect us. Second term: 1715 to the present.

5. In addition to FAK learning outcomes, learning outcomes specific to this course:

1. Identify the nature of civilizations that have developed in the past and how they have affected the modern world.
2. Develop and awareness of the role Absolutism, the Enlightenment, and the Scientific Revolution played in the coming of the age of political revolutions.
3. Know the nature of revolution and the impact of revolution on modern political development.
4. Identify the effect of the reaction to revolution on Europe and the rest of the world.
5. View the lasting impacts of the Industrial Revolution in European daily life.
6. Understand how Nationalism and Imperialism led to World War I and World War II.
7. Analyze the causes and consequences of the Cold War, the Independence Movement, and the end of Communism.
8. Comprehend the changes in the modern world due to science, technology, and culture.
9. Understand the nature of postmodernism in politics, economics, culture and religion.

6. Description of learning strategies used to accomplish objectives:

a. Lecture:

1. The Scientific Revolution and the Enlightenment.
2. Eighteenth century wars and the American and French Revolutions.
3. The Industrial Revolution and the reactions to it.

4. The growth of nationalism, liberalism, and the mass society.

5. Modernity, Imperialism, and World War I.

6. The crises leading to World War II.

7. The Cold War and the contemporary world.

b. Lab activities: students will be given optional reading material on the various topics discussed in class. These reading summaries will be graded as extra credit for students.

c. All students are expected to react to material discussed in class.

d. Films and Videos: excerpts from the following materials may be shown in class:

   History of the World in Four Minutes, Voltaire, The Age of Reason, Napoleon, Bismarck, Man Who Would Be King, All Quiet on the Western Front, Gandhi, Lenin, Schindler’s List.

e. Readings (optional for extra credit) to be assigned.

f. Assignment to students:

   Students will have two writing assignments:

   (a) The student will answer the following question: “What Was the Greatest contribution of the ________ Dynasty to the Modern World?” In answering the question, you will pick from among the Bourbon, Hapsburg, and Romanov Dynasties. Give an introduction to the topic (including time period in history, location, origin, major leadership personalities, religion, etc.) and an indication of the three most important contributions to be analyzed while picking the most important contribution. Directions of length, style, format, etc. are included later in the syllabus.

   (b) Students will be given five documents that will have 2-4 specific questions to be answered on the topic of Dictators and the Second World War. Each document will have 2-4 specific questions to be answered. The questions are given later in the syllabus, and the documents will be handed out in class.


Grading will be based on a variety of items:
Midterm and Final Examination 200 points
Mid-term Examination: **Week 5**-A portion of the exam will be a take home test. and will consist of essays and short answer questions that will cover the first four weeks content of the course.

The In-class mid-term: This will be an objective test.

Final Examination: **Week 8**-The exam will consist of essays and short answer questions that will cover the last four weeks content of the course. This portion of the exam will be a take home test.

The In-class final: This will be an objective test.

Ancient Civilizations Essay Assignment 100 points
Document Interpretation Questions 100 points
Participation in Class 80 points
Weekly reading quizzes- Assigned chapters should be read on the day it is to be discussed in class (not including the first day) 250 points.

8. Course **Policies:**

**Attendance:** Student attendance at all class meetings is expected. If a student will be unable to attend a class meeting, it is the responsibility of the student to notify the instructor and perform any necessary makeup or additional assignments given to the student by the instructor. Students should obtain class notes from a fellow classmate, and the absent student is responsible for all material covered on the day of the absence. **Two or more unexcused absences may result in a failing grade.**

**Grading Scale:**

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>100-98</td>
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<tr>
<td>A</td>
<td>97-95</td>
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<td>A-</td>
<td>94-92</td>
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<td>B+</td>
<td>91-89</td>
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<td>B</td>
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**Late Assignments:** Assignments that are turned in late during the duration of the course prior to **the last week of the grading period** are downgraded by one letter grade. For each additional week the assignment is late, an additional letter grade is
reduced off the original score given. All assignments must be completed and handed in by 2 \textbf{weeks after the end of the term} to receive any credit.

\textbf{Academic Integrity:} The Doane College Academic Integrity Policy will be adhered to in this class. All projects and tests will represent your own work. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in penalties to be determined by the instructor and/or the Dean of Undergraduate Studies.

\textbf{Format of Writings:} All assignments should be typed, double spaced, with one inch margins, and using a font no larger than 12 pt. in Helvetica, Times New Roman, Arial or Courier. If you have any questions regarding this requirement please contact your instructor.

\textbf{Instructor: Bill Hayes, Adjunct Professor:} University of Nebraska-Lincoln, BS in Secondary Education; University of Nebraska-Omaha, MA in History; Sixty hours of additional study beyond the masters degree. Retired May 30, 2004 from teaching 36 years at Omaha Westside High School and 2 years at Nebraska City High School in the subjects of World History, AP European History, Global Geography, Civics, Nebraska History, American History, Economics, and Anthropology. Recently subbed in Lincoln and Westside Public Schools. Has offered courses in Cultural Anthropology, Nebraska History, and Western Civilization I and II at Doane College-Lincoln since the fall of 2004.

Cell phone: (402) 202-8962 Telephone: (402) 435-1516 E-mail: bild@hayes.org.

\textbf{Date list: Identify the events that match the dates below:}

\textbf{Ancient History -- 4000 B.C. to 1000 B.C.}

\textbf{Classical History--1000 B.C. to 500 A.D.}

\textbf{Medieval History--500 A.D. to 1500 A.D.}

\textbf{Modern History -- 1500 A.D. to the present.}

\textbf{Contemporary History -- 1944 A.D. to the present.}
Summary of Examinations and Assignments:

Mid-term Examination: (Tuesday, February 9, Week 5) The exam will consist of essays and short answer questions that will cover the early content of the course. This portion of the exam will be a take home test. The In-class mid-term exam: This will be an objective test.

Final Examination: (Tuesday, March 1, Week 8) The exam will consist of essays and short answer questions that will cover the later content of the course. This portion of the exam will be a take home test. The In-class final will be an objective test.

Dynasty Assignment: Due (February 2) Week 4, students will pick one of the dynasties mentioned in chapter 18 of the text (Bourbon, Hapsburg, Hohenzollern, Romanov, or Hanoverian / Windsor. The question for the essay will be, “What was the greatest of contribution of the ________________ Dynasty to the modern world? In answering the question, the student should start with an introduction to the topic (location, origin, major leadership personalities, religion, etc.), find three examples from among the political, social, economic, religious, or aesthetic activities of that Dynasty, present a rational for his or her selection as the most important contribution, and end with a summary style conclusion. (Paper length should be no greater than 7 pages plus an annotated bibliography. Students should consult the text plus two other sources--one of which should be a book and one that may come from the Internet.).

Document interpretation: Due (September 29, 2015) Week 7, Instead of writing a second essay, the student will interpret five short readings on the general topic of “Dictatorships and the Second World War.” Each essay will have two to four questions and then there will be three comparative questions that will contrast Hitler’s and Stalin’s regimes. Copies of the readings will be handed out the first class.

Example of an annotated bibliography:


This source analyzed the ancient civilizations found in the Middle East. It put special emphasis on the role that religions played in the development of civilizations. Pp. 6-49
History 106—Hayes; Rubric for Dynasty Essay:

“What was the greatest contribution of the ______________________________ Dynasty to the modern world?”

In answering the question, the student should:

• start with an introduction to the topic giving background information (including time period in history, location, origin, major leadership personalities, religion, etc.), and an indication of the three most important contributions to be analyzed while picking the most important contribution.

• fi nd three examples from each of the political, social, economic, religious, or aesthetic activities of that Dynasty;
• present a rational for his or her selection of the most important contribution.
• write a summary style conclusion consisting of a restatement of the answer, highlights from the rational, and a statement of insight (if any) acquired in writing the essay.

Paper length should be no greater than 7 pages plus an annotated bibliography.
• Students should consult the text plus two other sources—one should be a book and one that may come from the Internet.

Title page (5)—title, student name, course, and instructor.

Introduction (15) Background information, answer to the question and indication of the three examples to be discussed.

Body (45) Three examples from among of the political, social, economic, religious, or aesthetic activities of that Dynasty.

Rationale for outstanding contribution (10)

Conclusion (5) Restatement of the answer, highlights from the rational, and a statement of insight (if any) acquired in writing the essay.

Annotated Bibliography. (10) Three sources minimum. Example:


This source analyzed the ancient civilizations found in the Middle East. It put special emphasis on the role that religions played in the development of civilizations. pp. 6-49.

General format—a word processed, double-spaced, use of spell checker, grammar, avoidance of first person, etc. (10)
History 106 - Hayes; Dictators and the Second World War:

Students will be given five documents that will have 2-4 specific questions to be answered. (Each question is worth 4 pts. each)


1. From the perspective of the state, what purposes would be served by arresting and torturing Vladimir Tchernavin?

2. What incentives could Tchernavin have for resisting, and what might convince him to comply with the interrogator?

3. Based on your reading of this account, what relationship did truth and guilt have in the Stalinist justice system?


1. What are Hitler’s main suggestions for the propagandist who wants to be successful? How does it affect your evaluation of the passage to know that it took him almost ten more years to gain power?

2. What does Hitler’s conception of who matters in society reveal about his attitudes toward both the powerful and the average members of society?


1. From these laws, what can you conclude about Nazi attitudes toward women and marriage?

2. What do these laws suggest about the basis of personal and national ID entity in the Nazi mind-set?

Document 4: Winston Churchill: Speech Before the House of Commons, June 18, 1940.

1. What reason would Churchill have for mentioning the United States specifically in the last paragraph? For what audiences might this speech be intended?

2. What could this speech reveal about Churchill’s attitude toward the British citizenry, and the concept of democratic rule in general?

3. What are the advantages and disadvantages Churchill sees facing the British war effort? How convincing do you find his assessment of the situation, and why?

1. What issues did the ghettoization of Czernowitz’s Jewish population raise, for Jews and non-Jews alike?

2. Traian Popovici obviously opposed the policies he carried out. What options did he have in the face of Nazi orders?

3. Whom does Popovici see as the worst offenders during the ghettoization, and why?

4. What are some reasons why Popovici may not have heard of the segregation until it was well under way?

Comparative Questions? (Each question worth 5 pts.)

1. What similarities can you see between German and Soviet attitudes toward their citizens, and how might this contrast with the British attitude expressed by Churchill?

2. After reading Hitler’s definition of effective propaganda, apply it to Churchill’s speech. Where does it seem Churchill agrees with Hitler’s principles, and where does it seem he departs from them?

3. Based on your reading of the first and last documents, which dictatorship, Stalin’s or Hitler’s took greater steps to transform their societies?
The Impact of the ________________ Dynasty on the Modern World

A Paper Presented to: Adjunct Professor, Bill Hayes

In partial fulfillment of the requirements for: History of Civilization II - HIS 106

Winter II Term, 2016
February 2, 2016

Document Interpretation: Dictatorships and the Second World War

An Assignment Presented to: Adjunct Professor, Bill Hayes

In partial fulfillment of the requirements for: History of Civilization II - HIS 106

Winter II Term, 2016

February 23, 2016
History of Civilization II (HIS 106 - 3 credits--B. Hayes)

Course Schedule and Readings:


Video: Napoleon.

Video: Bismarck (United Learning).

Document interpretation questions and answers are handed out and due February 23, 2016.

Dynasty Assignment Due.

Video: All Quiet on the Western Front. Video: Gandhi.


Document interpretation questions and answers are due.

Week 8, March 1, 2016 -- Final Examination and Final Examination Essay Questions are due.