

EUROPE AND WESTERN CIVILIZATION

PROFESSOR | Joseph T. Cochran, Ph. D. Candidate

TERM | Spring 2020

CLASS TIME | Tuesdays and Thursdays, 8:00 to 9:20 am

CLASSROOM | Classroom Building 215

EMAIL | joey.cochran@trnty.edu

OFFICE | 262 VanderVelde Hall

OFFICE HOURS | Tuesday and Thursdays, 11:00 am to 12:00 pm or by appointment

COURSE THEMES

The history of Western Civilization has greatly shaped our world. This course recognizes three themes which produce a cyclical pattern in European politics, society, culture, and ideas during the last five centuries of European history. We must learn from this pattern, for we have and will encounter this cycle as we seek to thrive in our own generation:

1. **PEOPLE IN CRISIS & CONFLICT** – Europe coming out of the 15th Century endured many crises and conflicts. These crises and conflicts caused elites and commoners to experience a crisis of the mind concerning how their own enduring religious, political/economic, and cultural values were no longer able to respond adequately to these concerns.
2. **PEOPLE DISENCHANTED & DISILLUSIONED** – As a response to the crises and conflicts that Europeans endured, people began to express their disenchantment and disillusionment with current structures, all of which led to renaissance, reformation, and revolution during the coming centuries.
3. **PEOPLE IN PROGRESS** – Risk takers and challengers emerged who readdressed old ideas and constructed new ones. These people reshaped how we look at the world. Of course, new ideas also produced new crises and conflicts to be confronted, which is exactly why this process appears to be cyclical.

QUESTIONS TO CONSIDER – 1) Where do we come from and who are we? 2) What has gone wrong with the world? 3) How can it be fixed? 4) Where are we heading and what are we doing in the meantime? How do those answers compare to a Christian conception of the world and our role in it?

COURSE OBJECTIVES

BY THE END OF THIS COURSE YOU SHOULD BE ABLE TO –

- 1) account for the major events and people in European history.
- 2) examine the past of European culture and society in terms of the course themes: crisis and conflict, disenchanted and disillusioned, progress—and how this past has a bearing on the present.
- 3) develop an understanding of the various sub-disciplines within history: social, intellectual, material, political, military, gender, race, cultural—and how these sub-disciplines contribute to the big picture and diachronic story of European history.
- 4) learn how to use primary documentary history to interpret and draw conclusions about the past.
- 5) interpret European history from a Christian worldview.

LISTENING TO THE VOICES OF THE PAST

As part of Trinity's Academic Hospitality Project, this course contributes to History's Academic Habit, "listening to the voices of the past." This involves four practices:

- Reading: Reading carefully what people in the past have written and what people have written about the past.
- Questioning: Asking questions of sources: Who was the author? What was the audience? What does the source say? What does the source mean?
- Connecting: Considering what sources tell us about the period we're studying and making stories and arguments about how things change over time.
- Applying: Thinking about what the past tells us about today.

Your abilities in these areas will be developed by both in-class and out of class work.

CLASS POLICIES

Class Community | During class we will all work together to accomplish course goals. Active participation is crucial to your learning process. So we can work together within the classroom, the use of smartphones is not allowed, except when they are being used for class related purposes. If you take notes with a notebook computer, please only use your computer for class related work during class. Please refrain from accessing social media, email, or online chatting. Please do not do assignments for other classes during this class.

If you are in the midst of a family or other emergency and therefore would like to monitor texts during class, please let me know before the period begins.

Class Time | Class time is used in different ways. We discuss issues brought up by course readings. I also lecture to provide background, chronology, and my interpretations. Even lectures, however, will require you to think, reflect, and share your ideas with others.

Visual Presentations | During class, I often use a visual presentation. *You will need to take additional notes on what is said (by me and others) in lecture and discussion to get material to study for the exams.* Use a word processing document, notebook, or print out the pdf lecture from Moodle before class and take notes on it.

Classroom Technology and Community | Once class begins, please turn phone notifications off and set your phone to a "do not disturb" setting, put away all other coursework or literature unrelated to this course. You may use laptops and/or tablets for note-taking or viewing online material related to this course. However, you will lose this privilege if you use digital tools in a way that is not relevant to the assigned task or is distracting to others (i.e. playing games, shopping, texting, doing other work, etc).

Recording | "Audio or video recording of any portion of course-related activity must follow Trinity's policy for Audio/Video Recording as stated in the current Trinity Catalog." (College policy) Basically, you must ask for my permission in writing (email is fine) before recording any class sessions and destroy the audio or video files at the end of the semester.

Communication | For privacy reasons, I must use your Trinity email account for all course-related emails. You must check your Trinity account at least once a day. I check my email several times a day and will respond to all emails that require a response within 24 hours.

TEXTS

Please bring a digital or print copy of the day's class readings for discussion.

Frankforter and Spellman, *The West: A Narrative History*. Vol. 2, 3rd edition.

Katherine Lualdi, editor, **Sources** of *Making of the West*. Vol. 2, 6th edition.

Martin **Luther**, *On Christian Liberty*.

Abraham **Kuyper**, *The Problem with Poverty*.

Filip **Müller**, *Eyewitness Auschwitz: Three Years in the Gas Chambers*.

Other readings on **Moodle**.

GRADING						
ASSIGNMENTS						
1. CLASS PARTICIPATION	10%	EXAM 1	15%			
2. DISCUSSION REFLECTIONS	10%	EXAM 2	15%			
3. RESEARCH PAPER	15%	FINAL EXAM	15%			
4. REFLECTION PAPER	10%	EXTRA CREDIT	5%			
5. CLASS PRESENTATION	10%					
GRADING SCALE	93-100	A	80-82	B-	68-69	D+
	90-92	A-	78-79	C+	63-67	D
	88-89	B+	73-77	C	60-62	D-
	83-87	B	70-72	C-	0-59	F
LATE ASSIGNMENTS WILL BE PENALIZED ONE LETTER GRADE.						

CLASS ASSIGNMENTS

1. CLASS PARTICIPATION | 10%

Your participation will be assessed based on attendance, preparation, and class engagement.

- *Class Attendance* | Regular attendance is required. You are given 1 personal day for the semester. You may use a personal day to excuse an absence or to request a one-day extension on an assignment. Once the personal day has been used, each additional unexcused absence will reduce your participation grade.

- *Class Preparation* | Please complete your assigned reading before class and prepare and submit a reflection that accompanies that reading before the end of the week in which that learning subject is covered. Bring required readings with you to class along with whatever notes you took and questions you prepared for discussion.

- *Class Engagement* | You are also expected to participate regularly through listening, thoughtful observations and questions during class, and careful written responses to class assignments. Disrespectful behavior towards your peers or professor undermines our community covenant. Repeated incidents will lower your grade.

- *Discussion Groups* | There are a number of class sessions where you will read from **Sources**. The day that we discuss those readings you will break up into discussion group(s). Your group will discuss the reading briefly and report to the class what you learned from that reading. This exercise will be part of your participation grade.

2. DISCUSSION REFLECTIONS | 10%

Each class session has a discussion reflection for you to complete. Please complete *4 discussion reflections for each unit with a total of 12 discussion reflections for the semester*. You submit your reflection by email to me. Please use complete sentences and submit your drafts in essay form. I draw all exam essay questions from the discussion reflections questions, so your responses are first draft research and preparation for your exam essay questions. Your lowest two graded discussion sheets will be dropped and your grade will be based on 10 discussion reflection, each worth one point to your final grade.

The following rubric will be used for evaluation:

- Questions fully answered, answers show thought and insight – 9-10 points
- Questions only partially answered, or answers could go deeper – 7-8 points
- Questions quickly answered, showing minimal thought – 5-6 points

3. RESEARCH PAPER | 15%

You will write one 4-6 page formal paper on the **Luther** or **Kuyper** text. You will receive a detailed handout for properly completing this paper.

4. REFLECTION PAPER | 5%

You will write one 2-4 page summary and reflection on the **Luther**, **Kuyper** or **Müller** text. You will receive a detailed handout for properly completing this reflection.

5. CLASS PRESENTATION | 10%

Students will select one partner for one class presentation once during the semester in order to present on a historical topic that will be covered that day in class. The team of two students will present for 5-10 minutes on their topic. They may use visual/audio/and video aids. The two must speak about the topic for at least half of the presentation. There will only be one presentation allotted for each class session. The team of two must submit a 500 word abstract by email to the professor on what topic they are going to discuss for their class session. The abstract submission must be received no later than anytime the week before their presentation.

EXAMS | 45%

Exams will feature multiple choice and essay questions. The first two will cover the first two parts of the course. Part of the final exam will be over the third part of the course and part will be comprehensive.

EXTRA CREDIT | 5%

You may choose to read and review one book for *up to 5% of extra credit towards your final grade*. Your review must be on one of the approved texts found in the supplemental bibliography. Please be attentive to the page count of the book. If you choose to review a longer work, read no less than 150 and no more than 200 pages of the reading. You will also receive a detailed handout for writing this review. These supplemental texts are longer, more technical, and they will be challenging to review. *Your review is due by the end of the semester.*

ACADEMIC INTEGRITY

“Trinity holds every member of the college community to the highest standard of academic integrity in principle and spirit. Students who compromise standards of academic integrity are held accountable for their actions. For Trinity’s policy regarding expectations for academic integrity and procedures for responding to violations of this policy, see the college catalog under ‘Academic Policies.’” (College Policy) The catalog is at <http://tcc.trnty.edu/depts/catalog.pdf>; go to page 48.

Any student who plagiarizes or cheats on any assignment faces penalties that may include receiving a 0 for the assignment or an F for the course. Plagiarism is using the words or ideas of someone else without giving them credit. Please check with me if you have any questions about whether something is OK to copy or use.

COLLEGE POLICIES

Students with Disabilities | “Trinity Christian College will make reasonable accommodations for students with documented disabilities through the Office of Learning Services (OLS), located on the first floor of the Library. A confidential meeting to discuss an individualized accommodation plan should be scheduled with Laura Davalos, the Director of Trinity’s OLS, at (708) 239-4765 or Laura.Davalos@trnty.edu. Students who are dissatisfied with their academic progress or who wonder if they have a disability are also encouraged to schedule an appointment.

Peer tutoring for most college courses and academic coaching/mentoring services are available for all Trinity students through The Office of Learning Services. Tutor and mentor request forms are available electronically through the student portal. Please contact the Academic Support Manager via e-mail at OLS@trnty.edu or by phone at (708) 293-4587 for more information.

Students who may need assistance in an emergency should register in the Personal Information/Emergency Contact section of the student portal at the start of each fall semester.” (College policy)

Withdrawals | “Students must withdraw officially from a course in the registrar’s office if they wish to drop the class. Failure to do so may result in a failing grade. Timelines for withdrawal are publicized each semester by the registrar.” (College Policy)

UNIT ONE | RENAISSANCE & REFORMATION

Week 1

Th, Jan 9	Class Topics:	Course Introduction, Historical Sources, Methods & Worldview
-----------	---------------	--

Week 2

T, Jan 14	Reading Assignment:	Sources, Introduction, xv-xxvii Frankforter, 339-367
Th, Jan 16	Class Topics:	Western Civ I Survey & Renaissance I
	Reading Assignment:	Frankforter, 422-426, 380-387 Start Reading Luther, <i>On Christian Liberty</i>
	Class Topics:	Renaissance II & Reformation German

Week 3

T, Jan 21	Reading Assignment:	Frankforter 387-391 Sources, John Calvin, 268-272 Luther, <i>On Christian Liberty</i>
Th, Jan 23	Class Topics:	Reformation II Swiss
	Reading Assignment:	Frankforter, 392-399 Sources, Ignatius of Loyola, 272-275 Finish Luther, <i>On Christian Liberty</i>
	Class Topics:	Reformation III Radical, Anabaptist, Catholic

Week 4

T, Jan 28	Reading Assignment:	Frankforter, 399-414 Sources, Henry IV; Hobbes, <i>Leviathan</i> , 307-311
Th, Jan 30	Class Topics:	Reformation IV English, Civil War & Puritanism
	Luther Paper/Review Due	
	Reading Assignment:	Frankforter, 426-436, 451-471 Sources: Edict of Nantes, 276-279; Galileo, 287-291; Locke, 311-315
	Class Topics:	The 1600s: Religious Wars, Absolutism, Constitutionalism, Scientific Revolution

Week 5

T, Feb 4	Reading Assignment:	Frankforter, 367-373, 436-447 Sources, Equiano, 75-78
Th, Feb 6	Class Topics:	The Atlantic World Empire, Exploration & Slavery
	Reading Assignment:	Frankforter, 469-471 Puritan New England (Moodle)
	Class Topics:	The Atlantic World II British Colonies

Week 6

T, Feb 11	Reading Assignment:	Sources, The Persecution of Witches, 291-297
	Class Topics:	Witch-hunting in Europe & the Atlantic World Review for Exam 1
Th, Feb 13	Exam 1	

UNIT TWO | ENLIGHTENMENT, REVOLUTION, MODERNISM

Week 7

T, Feb 18	Reading Assignment:	Frankforter, 475-96 <i>Choose 1:</i> Sources, Voltaire, 332-35; Rousseau, 340-45; Smith, 350-53 Kant (Moodle)
Th, Feb 20	Class Topics:	The Transatlantic Enlightenment
	Reading Assignment:	Frankforter, 492-93 Great Awakening (Moodle) <i>Choose 1:</i> Edwards, Whitefield, Wesley, Tennent (Moodle)
	Class Topics:	The Transatlantic Awakening

Week 8

T, Feb 25	Reading Assignment:	Frankforter, 499-511, 513-25, 560-63 Sources, Declaration of the Rights of Man, 365-66; Napoleon Bonaparte, The Civil Code, 384-88
Th, Feb 27	Class Topics:	American Revolution, French Revolution & Napoleon
	Reading Assignment:	Frankforter, 531-55 Sources, Factory Rules in Berlin, 402-05 Start Reading Kuyper, <i>The Problem with Poverty</i>
	Class Topics:	Agricultural, Industrial & Social Revolutions

MARCH 2-6 | SPRING BREAK

Week 9

T, Mar 10	Reading Assignment:	Frankforter 512-13, 559-76, 587-97 <i>Choose 1:</i> Mill, Burke (Moodle) or Realpolitik and Otto von Bismark (Sources, 430-32) Continue Kuyper, <i>The Problem with Poverty</i>
	Class Topics:	19 th Century Ideologies I: Conservatism, Liberalism & Nationalism
Th, Mar 12	Advising Day Class Canceled	

Week 10

T, Mar 17	Reading Assignment:	Frankforter, 577-83 Sources, Engels, 411-15 Marx (Moodle) <i>Choose 1:</i> Blake, Coleridge, Wordsworth (Moodle) Continue Kuyper, <i>The Problem with Poverty</i>
Th, Mar 19	Class Topics:	19 th Century Ideologies II: Romanticism & Socialism
	Reading Assignment:	Finish Kuyper, <i>The Problem with Poverty</i>
	Class Topics:	19 th Century Ideologies III Kuyperianism

Week 11

T, Mar 24	Kuyper Paper Due	
	Reading Assignment:	Frankforter, 631-642 <i>Choose 1:</i> Sources, Darwin, 435-39; Eugenics Education Society of London, 459-462; Freud, 462-65; Nietzsche (Moodle)
	Class Topics:	19 th Century Ideologies IV Darwinism, Irrationalism & Psychoanalysis; Review for Exam 2
Th, Mar 26	Exam 2	

UNIT THREE | SCIENCE, INDUSTRY & GLOBALIZATION

Week 12

T, Mar 31	Reading Assignment:	Frankforter 597-614; 620-631
	Class Topics:	Mass Democracy & Late Nineteenth Century Imperialism
Th, Apr 2	Reading Assignment:	Frankforter, 649-669
		Sources, The Horrors of War, 480-483; Revolutionary Marxism Defended, 485-489
		Start Müller, <i>Eyewitness Auschwitz</i>
	Class Topics:	The First World War

Week 13

T, Apr 7	Reading Assignment:	Frankforter 669-674; 679-691; 698-701
		Sources, Mussolini, 489-494
		Müller, <i>Eyewitness Auschwitz</i>
	Class Topics:	Russian Revolution, Stalin's USSR & the Interwar Years
Th, Apr 9	Reading Assignment:	Frankforter, 691-698; 707-720
		Bonhoeffer (Moodle)
		Müller, <i>Eyewitness Auschwitz</i>
	Class Topics:	Hitler's Rise to Power, Dietrich Bonhoeffer & The Second World War

Week 14

T, Apr 14	Reading Assignment:	Frankforter, 721-731
		Finish Müller, <i>Eyewitness Auschwitz</i>
	Class Topics:	The Second World War & The Holocaust
Th, Apr 16	Reading Assignment:	Frankforter, 739-765
		Sources, Nat'l Security Council Paper #68, 522-24
		Ho Chi Minh, 525-27
	Class Topics:	End of Empires & the Cold War

Week 15

T, Apr 21	Reading Assignment:	Frankforter 771-803
	Class Topics:	Globalization & Technology
Th, Apr 23	Reading Assignment:	Frankforter 771-803
	Class Topics:	Globalization & Terrorism; Final Review

Finals Week

T, Apr 28	8-11am – Final Exam
-----------	---------------------

BROADER CONTEXTS FOR LEARNING IN THIS COURSE

FOUNDATIONS LEARNING OUTCOMES

This course will especially help you achieve outcomes 2-5.

- 1) Students will articulate and apply the Biblical framework of creation-fall-redemption-new creation.
- 2) Students will discern and evaluate historical and contemporary worldviews.
- 3) Students will communicate effectively in written and oral formats.
- 4) Students will demonstrate knowledge of diverse cultures and apply that knowledge to cross-cultural engagement.
- 5) Students will reason skillfully and analyze the validity of arguments critically.
- 6) Students will integrate theory and practice in one's discipline and life.

HISTORY DEPARTMENT LEARNING OUTCOMES

This course will especially help you achieve outcomes 1-3 and 5-7.

REMEMBERING AND UNDERSTANDING

- 1) Students will identify and describe the chronology of major developments in American History, Western Civilization, and major non-Western cultures.
- 2) Students will explain processes of historical development that direct Western and non-Western cultures.

CRITICAL THINKING AND DOING

- 3) Students will analyze, interpret, and evaluate historical texts (primary sources) and narratives written about those texts (secondary sources).
- 4) Students will develop a plan, search for appropriate materials, and obtain sources necessary to construct a research project.

ENGAGING AND CONNECTING

- 5) Students will compose persuasive essays, reviews, papers, and oral presentations supported by appropriate evidence.
- 6) Students will interpret the "pastness" of history, historical sources, and narratives about history, and carefully use information about the past to illumine the present.

FORMATION

- 7) Students will cultivate a Christian world and life view through critically evaluating historical developments.

History 104: Alignment of Course Objectives, Illinois Content Area Standards, and Assessments

Course Objectives for students seeking certification to teach. Students will:

- 1) Give a concise chronology of major events in European history during the last five hundred years.
- 2) Identify how crises and conflicts shaped Western and European history.
- 3) Describe patterns of disenchantment and disillusionment and ways that they influenced crises and conflicts.
- 4) Identify and evaluate the risk takers and challengers who constructed new ideas in response to new realities.

Illinois Content Area Standard	Objectives	Assessment
<i>Social Science Standards: The competent Social Science teacher understands:</i>		
Standard 1. the connections between the social sciences and other learning areas	2, 3	Discussion of readings, Exams, Papers
Standard 2. the use of analysis, interpretation, and evaluation	2, 3	Discussion of readings, Exams, Papers
Standard 4. basic political concepts and systems	2, 3	Discussion of readings, Exams
Standard 9. the purposes and functions of international organizations and global connections	1, 2, 3	Discussion of readings, Exams, Papers
Standard 10. understands economic concepts, terms, and theories	1, 2, 3	Discussion of readings, Exams, Papers
Standard 11. understands various types of economic systems.	1, 2, 3	Discussion of readings, Exams, Papers
Standard 13. international economic structures, processes, and relationships	1, 2, 3	Discussion of readings, Exams, Papers
Standard 14. understands historical concepts, terms, and theories.	1, 2, 3, 4	Discussion of readings, Exams, Papers
Standard 15. major political developments and compares patterns of continuity and change in different regions of the world.	1, 2, 3	Discussion of readings, Exams, Papers
Standard 16. major social and cultural developments and compares patterns of continuity and change in different regions of the world	1, 2, 3	Discussion of readings, Exams, Papers
Standard 17. major scientific, geographic, and economic developments and compares patterns of continuity and change	1, 2, 3	Discussion of readings, Exams, Papers
Standard 22. how culture and experience influence human perceptions of people, places, and regions	1, 2, 3	Discussion of readings, Exams, Papers
Standard 28. concepts, terms, and theories related to the study of cultures, the structure and organization of human societies, and the process of social interaction	1, 2, 3	Discussion of readings, Exams, Papers
<i>History Standards: The competent history teacher understands:</i>		
Standard 1. major trends, key turning points, influential individuals and groups in United States history from the colonial era through the growth of the American Republic.	1, 2, 3	Discussion of readings, Exams, Papers
Standard 3. major trends, key turning points, and the roles of influential individuals and groups in United States history in the twentieth century and beyond	1, 2, 3	Discussion of readings, Exams, Papers
Standard 4. major trends, key turning points, and the roles of influential individuals and groups in world history from prehistory to the Age of Exploration	1, 2, 3	Discussion of readings, Exams, Papers
Standard 5 major trends, key turning points, and the roles of influential individuals and groups in world history from the Age of Exploration to the present	1, 2, 3	Discussion of readings, Exams, Papers
Standard 7. comparative history	1, 2, 3, 4	Discussion of readings, Exams, Papers
Standard 8. the major interpretations in the field of history	1, 2, 3, 4	Discussion of readings, Exams, Papers

Full descriptions of State of Illinois standards can be found online:

http://www.isbe.net/profprep/CASCDvr/pdfs/27200_socialscicore.pdf

http://www.isbe.net/profprep/CASCDvr/pdfs/27230_history.pdf