

Western Civilization HIST 10B

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 06/12/2025

Courses on Western Civilization have long been a staple of college education in America. In this course, we are going to explore the West's rise and legacies, even as we identify and evaluate the biases that have traditionally gone along with a course such as ours. The course has two guiding questions: How has Western Civilization since 1500 empowered people? And how has it marginalized people? We'll explore such complex issues as how the West has furthered freedom and slavery, progress and destruction, mastery over nature and uncertainty about our place in the world. We will analyze key events in Western Civilization: its many revolutions (religious, political, scientific, industrial), its rise to global dominance, its bloody national and imperial conflicts, and its struggles to create a new united Europe. As we look at the common themes in Western civilization, we will also focus on comparing and contrasting the experiences of different groups within Europe, and outside of Europe, and look at how different societies responded to similar challenges. Throughout, the students will act as historians, evaluating evidence, constructing historical explanations, and assessing the strengths, limitations and implications of the many ways that this story of the West is told.

The course will involve significant student involvement in every class meeting. Issues will often be framed by a brief lecture at the beginning of class, but class time will be primarily devoted to grappling with key historical questions, whether through in-depth analysis of primary sources, or weighing the evidence presented in the textbook and elsewhere.

Contact Information

Instructor:	Prof. Allison Katsev
Office Location:	DMH 140
Telephone:	408-924-5508
Email:	allison.katsev@sjsu.edu Please, feel free to e-mail me or come to office hours with any questions you have, big or small!
Office Hours:	Thursday, 1:30pm-2:30pm Also via email and by appointment

Class Days/Time:	TuTh 10:30AM-11:45AM
Classroom:	Clark Building (CL) 224
GE Area:	GE D (formerly GE Area D2)

Course Description and Requisites

History and culture of Europe; social and political structures; roles of individuals and groups; relationships among ideas, institutions, society and culture; 1648 to present. GE Area: D (formerly GE Area D2)

Letter Graded

Classroom Protocols

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class.

Course Format

This class will be taught in person. During class, I will introduce material and students will participate in active discussion and analysis of the material.

Class Communications

Course materials (the syllabus, guidelines for assignments) may be found on the course website on Canvas. I will communicate with students by email, through Canvas. You are responsible for regularly checking email for important messages about the class.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global

communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area D: Social Sciences

Area D courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

The CSU requires students to complete General Education courses in the Social Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area D courses in different disciplines, or 2) taking two lower-division Area D courses in the same discipline and an Area S upper-division GE course in a different discipline.

GE Area D Learning Outcomes (GE ALO's)

Upon successful completion of an Area D course, students should be able to:

1. Demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (assessed through passage analysis on midterm and final exam; first group project and individual essay);
2. Compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (assessed through exam essay questions; second group project and individual essay);
3. Place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (assessed through document investigations; second group project and individual essay; and individual project);
4. Draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (assessed through second group project and individual essay).

Course Learning Outcomes (CLO's)

In addition to the above GE Area V Learning Outcomes, upon completion of this course, students will be able to:

CLO 1: Explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance (assessed through the chapter quizzes, exam short essays on terms and extended essays, and the second group project/essay).

CLO 2: Assess the legacies of Western Civilization in the modern era (assessed through the second group project/essay.)

CLO 3: Infer and evaluate the biases of various narratives of Western Civilization since 1500 (assessed through document investigations, passage analysis in exams, and first group project/essay.)

CLO 4: Construct their own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of their own narratives. (assessed through group projects/essays; extended exam essays; and individual project).

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline. To satisfy this requirement, students will write a 2-page paper (minimum 350 words) which they will revise after receiving feedback; a 5-page paper (minimum 1000 words), and substantive essays in two timed exams. Students will receive feedback on their writing throughout the semester. In addition, I encourage all students to email me with questions about their writing. I am happy to read students' drafts and meet with them in person or over zoom to give extensive feedback.

Diversity Goals and Content: This course will include issues of diversity, equity and inclusion. In this course we will focus on the diverse experiences within Western Civilization. A key goal of this course is to identify and question traditional narratives of Western Civilization, in order to recognize how narratives are constructed, who is privileged by these narratives, who is marginalized, and how to deconstruct narratives and systems of oppression. The course will include an individual project that allows students to rethink a portion of the history of Western Civilization by including their own family's "story." Class discussions will be conducted with a focus on open-mindedness and collaboration.

Course Materials

Required Texts/Readings

Making of West: Peoples and Cultures, Volume 2 (Looseleaf)

Author: Hunt, Martin, Rosenwein and Smith

Publisher: Bedford/ St. Martin's

Edition: 7th edition

ISBN: 9781319331603

Availability: Spartan Bookstore or their website

The textbook is also available to rent as an ebook at :

<https://www.macmillanlearning.com/college/us/product/The-Making-of-the-West-Value-Edition-Volume-2/p/1319331572>

Primary Sources for Document Investigations and Group Projects

Availability: Links provided to additional reading at Course Website on Canvas

Course Requirements and Assignments

1) ONLINE CHAPTER QUIZZES

DUE BY 10:00 AM ON THE DAY OF THE ASSIGNED READING (10% of grade): 16 online quizzes, 10 questions each, covering each of the chapters assigned in *The Making of the West*, available at our course website.

The quizzes are open-book. You may use your book and notes, but you can't consult with other students. You'll have 30 minutes to complete the quiz, thus I suggest you read the whole chapter carefully before starting the quiz. Each quiz will be available 10 days before the reading is due, and must be completed by 10:00 AM on the day it is due. If you have questions about the correct answers for individual questions, make note of them. I'll be happy to answer such questions after the quiz is due.

Note: You cannot make up a quiz; but the three lowest scores are dropped.

These quizzes require you to explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance (CLO 1).

2) MIDTERM EXAM

SEPTEMBER 30 (15% of grade) IN CLASS: Quote analysis, and short and long essays covering the themes of the past weeks. The midterm will consist of three sections: 1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) a choice of short essay questions based on the "Key Terms and People" section at the end of each chapter of *The Making of the West*; and 3) a longer essay in which you explore in more depth connections between phenomena. **YOU MAY BRING ONE PIECE OF 8 X 11 PAPER WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PAPER IN WITH YOUR EXAM.** Other than that piece of paper, NO notes or books. A study guide will be posted on Canvas at least 10 days before the midterm exam.

Part I of the exam (passage analysis) requires you to demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (GE ALO 1); and Infer and evaluate the biases of various narratives of Western Civilization since 1500 (CLO 3). Part II of the exam (short essays on key terms and people) requires you to explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance (CLO 1). Part III of the exam (extended essay) requires you to compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural

contexts (GE ALO 2); explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance (CLO 1); and construct your own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of your own narratives (CLO 4).

3) FIRST ESSAY

DUE OCTOBER 21, AT BEGINNING OF CLASS (2 PAGES/MINIMUM 350 WORDS) (10% of grade): (bring **hardcopy to class**) Essay on one philosopher from the group projects. In this essay, you will analyze the views of one philosopher, placing them in historical context. Specific requirements are posted on Canvas and discussed well ahead of time.

DUE OCTOBER 26, 5:00 PM, ON CANVAS: REVISED ESSAY(plus provide in Comment section on Canvas **paragraph on what you revised—or decided not to revise and why.**)

NOTE: 5 points will be deducted from your paper grade if you do not bring a completed essay to class on October 21.

This assignment will require you to demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (GE ALO 1); infer and evaluate the biases of various narratives of Western Civilization since 1500 (CLO 3); and construct their own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of their own narratives (CLO 4).

4) “MY STORY AND WESTERN CIV” PROJECT

TAKE-HOME PORTION DUE ON NOVEMBER 13 AT THE BEGINNING OF CLASS (can raise final exam grade by up to 5 points): This project will give students an opportunity to research an aspect of their “family” history, and use the insights they gain from their own experience to explore Western Civ from new perspectives. The assignment will require out-of-class work researching and synthesizing your findings, and an in-class reflection paper. Guidelines are posted on Canvas. We will discuss the project well in advance of the due date.

This project requires students to place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GE ALO 3); and construct their own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of their own narratives (CLO 4).

5) SECOND ESSAY

DUE TUESDAY, DECEMBER 9, 11:59 PM ON CANVAS (5 PAGES/minimum 1000 words) (20% of grade) For this essay, students will explore one key issue in Western Civilization across various time periods and regions (the same issue on which you did your second group project). Students will analyze additional primary sources and integrate them with the course texts. Specific requirements for the essay are posted on Canvas and will be discussed well in advance of the assignment.

This assignment requires students to compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (GE ALO 2); place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GE ALO 3); draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (GE ALO 4); explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance (CLO 1); assess the legacies of Western Civilization in the modern era (CLO 2); and construct their own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of their own narratives (CLO 4).

6) FINAL EXAM

THURSDAY, DECEMBER 11, 10:45AM-12:45PM, CL 224 (20% of grade): The exam will consist of three sections: 1) quotes from primary sources we discussed to analyze in terms of key issues of the class; 2) a choice of short essay questions based on the "Key Terms and People" section at the end of each chapter of *The Making of the West*, and 3) and a longer essay in which you explore in more depth connections between phenomena, including connections between both parts of the semester. YOU MAY BRING ONE PIECE OF 8 X 11 PAPER WITH HANDWRITTEN NOTES ON BOTH SIDES. YOU'LL TURN THE PAPER IN WITH YOUR EXAM. Other than that piece of paper, NO notes or books. A study guide will be posted on Canvas at least 10 days before the final exam.

Part I of the exam (passage analysis) requires you to demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (GE ALO 1); and Infer and evaluate the biases of various narratives of Western Civilization since 1500 (CLO 3). Part II of the exam (short essays on key terms and people) requires you to explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance (CLO 1). Part III of the exam (extended essay) requires you to compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (GE ALO 2); explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance (CLO 1); and construct your own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of your own narratives (CLO 4).

7) CLASS PARTICIPATION

Includes class discussion, document investigations and group projects (25% of grade):

- You should come to class having done the assigned reading.
- For the textbook: As you read, take note especially of the "Key Terms and People," as listed at the end of each chapter. For each term or person, note what you consider to be key defining features and the historical significance(s). Don't just transcribe the views of the textbook. Instead think about what you find to be the most interesting features and explore why you think it is important (in terms of patterns? short term effects? Long term repercussions?) We'll be discussing these in class, and you'll also share your views in your exams.
- Document Investigations due on Canvas at 10:00am on days we read primary sources: in which you will infer and evaluate the biases of various narratives of Western Civilization since 1500 (CLO

3) and place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GE ALO 3).

- Complete thoughtfully a typed "Document Investigation" form (form and instructions available under "Assignments" at course website) for each source assigned.
 - You'll get credit for completing each one
 - I'll grade one early in the semester to give you feedback, and also at least once more during the semester (Think of this as being similar in function to an occasional "pop quiz.").
 - Because the document investigations require you to interpret documents, you will be graded on thoughtfulness and effort, as well as accuracy.
 - While you can quote the document you are analyzing, the analysis itself must be in your own words.
 - You can turn Document Investigations late (but not after the last day of class–Dec. 4)) for partial credit.
 - At the end of the semester, I will review all of your document investigations. All of this will be part of your overall participation grade.

- TWO Group Projects: In conjunction with each of your essays, you will prepare an oral presentation on the same topic. The oral presentations will be group projects that will involve substantial work in preparation. **You will be expected to work with the members of your group during class sessions allotted for presentation preparation (Sept. 18, Oct. 2, Oct. 7, Nov. 4, Nov. 18 and Nov. 20),** communicate with them outside of class to ensure that your group is prepared for your presentations and **be present on presentation days (Oct. 9, Oct. 14, Dec. 2 and Dec. 4).** You will be assessed not only on the final product but also on the process by which you got there. Specific requirements are posted on Canvas and discussed well ahead of time. If you have circumstances that you think might excuse you from the group projects and their requirements, please discuss these with me immediately so that we can determine whether an alternate assignment is appropriate.
- The first group project will require you to demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present (GE ALO 1); and infer and evaluate the biases of various narratives of Western Civilization since 1500 (CLO 3). The second group project will require you to compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts (GE ALO 2); place contemporary social developments in cultural, environmental, geographical, and/or historical contexts (GE ALO 3); draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues (GE ALO 4); explain key events in Western Civilization from 1500 to the present, in terms of causes, effects, and significance (CLO 1); and assess the legacies of Western Civilization in the modern era (CLO 2). Both group projects will require you construct your own historical narratives concerning key aspects of Western Civilization, and reflect on the implications of your own narratives (CLO 4).

EXTRA CREDIT OPPORTUNITY

Must be turned in by the last day of class, December 4 (Extra credit project can raise your final grade by up to 2%.)

Extra Credit Options: 1) Write a 3-page essay connecting a current news article or item of art or entertainment to issues and events studied in our class. The essay could explore various ways that knowledge of these past eras illuminates your thinking about this current moment; OR 2) Visit a museum in the Bay Area. Choose one or two pieces in their collection and write a 2-page essay putting the piece in the context of its times in such a way that you illuminate the significance of the piece. You are limited to one extra credit project. If you're interested in either of these options, come see me to work out the details.

Writing Resources

Students will receive detailed feedback on their writing, and are encouraged to contact me to discuss their assignments at any point, from brainstorming ideas to writing final drafts. In addition, the Writing Center (<https://www.sjsu.edu/writingcenter/>) is an excellent resource for helping students at any stage in their writing. The Center provides group and one-on-one tutoring sessions, workshops on a wide array of writing topics, and online resources like videos and handouts for self-study.

✓ Grading Information

Assessment

Central to the study of Western Civilization is the ability to use methods of the historian to identify, analyze and compare different historical perspectives and systems. Students will be assessed on their mastery of basic information from the textbook through chapter quizzes. A portion of the class grade will be based on thoughtful analysis of a variety of historical sources, which will be assessed through in-class exercises and long-term projects. Students will also be expected to identify, synthesize and compare key phenomena in their essays and exams.

Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

Weighting of Assignments

Assignment Activity	GE ALO's Assessed	CLO's Assessed	Percentage of Grade
Quizzes		1	10%
Exams	1, 2	1, 3, 4	35%
Essays	1, 2, 3, 4	1, 2, 3, 4	30%
Individual Project	3	4	(can raise final exam grade up to 5%)
Participation (including Document Investigations and Group Project)	1, 2, 3, 4	1, 2, 3, 4	25%

Policy on Late Work: Students will receive partial credit for Document Investigations turned in late, as long as they are submitted by the last day of class (December 4). For the essays, late papers will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately. In order to get grades in at the end of the semester, I will not accept any papers after the start of the final exam except in truly extraordinary, unforeseeable circumstances. If such circumstances arise, you must contact me immediately.

Policy on Use of AI Programs: This is a course that teaches critical thinking and developing arguments based on evidence. Therefore the use of AI programs (such as ChatGPT) is not allowed. Using an AI program to do the thinking for you is plagiarism. Using an AI program as a source that you cite is also unacceptable as AI programs are neither reliable nor do they accurately cite the sources of their information.

Because one of the ways of honing critical thinking is developing one's skills at expressing arguments in writing, **the use of AI writing programs such as Grammarly Pro is not allowed.** Programs that check for basic issues in grammar and spelling (such as the free Grammarly program) are permitted.

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Anonymized student work might be used in a regular cycle of General Education Program assessment. Students can request to exclude their work from the process by emailing the professor.

Breakdown

Grade	Range	Notes
A+	97% to 100%	
A	93% to 96.99%	
A-	90% to 92.99%	
B+	87% to 89.99%	
B	83% to 86.99%	
B-	80% to 82.99%	
C+	77% to 79.99%	
C	73% to 76.99%	
C-	70% to 72.99%	
D+	67% to 69.99%	
D	63% to 66.99%	
D-	60% to 62.99%	
F	Below 60%	

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
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When	Topic	Notes
Aug. 21	Introductions	
PART I: FROM THE AGE OF EXPLORATION TO THE INDUSTRIAL REVOLUTION		
Aug. 26	What is Western Civ?	Reading: <u>Get the textbook and get started on the reading due next week; reading q every chapter starting next week.</u>
Aug. 28	Men and their Gods: Exploration, Reformation, Scientific Revolution	Reading: <i>The Making of the West</i> , ch.14 and 15 DUE BY 10:00 AM: <u>TWO</u> Online Quizzes, on Ch. 14 and Ch. 15 at Canvas. Note: For all textbook readings, use the "Key Terms and People" section of each chapter to guide your reading. You should take note of what you consider important and the immediate and long-term significance of each phenomenon or person.
Sept. 2	Considering the Evidence: First Encounters; First Impressions	Reading: <u>"The Letter of Columbus to Luis De Sant Angel Announcing His Discovery of the Americas" (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B/preview=82514888)</u> , posted on Canvas. DUE BY 10:00 AM ON CANVAS: <u>Document Investigation</u> (https://sjsu.instructure.com/courses/1609373/files/?preview=82514888) <u>Note: You should type up a document investigation sheet for every primary source and submit it on Canvas. I'll grade one early in the semester to give you feedback and at least once more during the semester (you can think of these as pop quizzes). I will review all of your submissions at the end of the semester.</u> NOTE: It's fine to quote the document you are analyzing, but your analysis must be in YOUR OWN WORDS.

When	Topic	Notes
Sept. 4	Considering the Evidence: Individual Visions	<p>Reading:</p> <ul style="list-style-type: none"> • Miguel de Cervantes, <i>Don Quixote</i> (1605), chapter 1 (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%20preview=82514784). • William Harvey, <i>Address to the Royal College of Physicians</i> (1628) (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%20preview=82514906). <p>DUE BY 10:00 AM ON CANVAS: Document Investigation (https://sjsu.instructure.com/courses/1609373/files/?preview=8251488).</p> <p><u>ONE FORM FOR EACH READING.</u></p>
Sept. 9	Men and Kings: Absolutism and Constitutionalism	<p>Reading: <i>The Making of the West</i>, ch.16.</p> <p>DUE BY 10:00 AM: Online quiz on Ch. 16 at Canvas.</p> <p>I'll also talk about the first group project and essay in this class.</p>
Sept. 11	Born Free and Equal in Rights? Enlightenment in an age of Slavery	<p>Reading: <i>The Making of the West</i>, ch.17 and ch. 18.</p> <p>DUE BY 10:00 AM: Online quizzes on chs. 17 and 18 on Canvas.</p>

When	Topic	Notes
Sept. 16	Considering the Evidence: Whose Enlightenment is this?	<p>Reading:</p> <p><u>If your last name starts with A-L:</u></p> <p>1) Jean Jacques Rousseau, <i>Emile, or On Education</i> (1762). (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%20Readings/Emile%20or%20On%20Education%20(1762).pdf)(YOU CAN FOCUS ON "BOOK 5")</p> <p>2) Mary Wollstonecraft, <i>Introduction to A Vindication of the Rights of Woman</i> (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%20Readings/Introduction%20to%20A%20Vindication%20of%20the%20Rights%20of%20Woman.pdf)</p> <p><u>If your last name starts with M-Z:</u></p> <p>1) Thomas Jefferson, <i>Notes on the State of Virginia</i> (1781). (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%20Readings/Notes%20on%20the%20State%20of%20Virginia.pdf)</p> <p>2) Olaudah Equiano, excerpt from his autobiography, <i>The Life of Gustavus</i> (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%20Readings/The%20Life%20of%20Gustavus.pdf)</p> <p>DUE AT 10:00 AM CANVAS: Document Investigation (https://sjsu.instructure.com/courses/1609373/files/?preview=8251488&download=1) FOR EACH READING.</p>
Sept. 18	Revolutionary Europe: The French Revolution and its Aftermath	<p>Reading: <i>The Making of the West</i>, ch.19-20</p> <p>DUE BY 10:00 AM: Online Quizzes on Chs. 19 and 20 at Canvas</p> <p>Mandatory Group Meeting for First Project: Group members will make i decisions and choose jobs.</p>
Sept. 23	A New World of Machines: The Industrial Revolution	<p>Reading: <i>The Making of the West</i>, Ch. 21-22</p> <p>DUE BY 10:00 AM: Online Quizzes on Chs. 21 and 22 at Canvas</p>

When	Topic	Notes
Sept. 25	Considering the Evidence: Progress and its Costs	Reading: 1) Karl Marx, The Communist Manifesto, excerpt (1848) . (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%20Lectures%20and%20Readings/document/Karl_Marx_The_Communist_Manifesto_excerpt_(1848).pdf) 2) John Stuart Mill: Liberalism Evaluated (1873) . (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%20Lectures%20and%20Readings/document/John_Stuart_Mill_Liberalism_Evaluated_(1873).pdf) DUE AT 10:00 AM ON CANVAS: Document Investigation (https://sjsu.instructure.com/courses/1609373/files/?preview=8251488&document_id=8251488) <u>FOR EACH READING.</u>
Sept. 30	MIDTERM EXAMINATION	Bring 1 large green book. You can also bring one 8 x 11 piece of paper w notes on both sides. A study guide will be posted at least 10 days before the exam.
PART II: WESTERN PHILOSOPHERS ON THE POWER AND LIMITS OF HUMAN REASON		
Oct. 2	Start preparing for Group Presentations	Students will explore in depth major Western philosophers. Guidelines are made available and discussed well ahead of time. DO NOT MISS CLASS!
Oct. 7	Continue preparing for Group Presentations	DO NOT MISS CLASS!
Oct. 9	PRESENTATIONS	DO NOT MISS CLASS!
Oct. 14	PRESENTATIONS	DO NOT MISS CLASS!
PART III: FROM WORLD DOMINATION TO A REFORMED EUROPE...AND BEYOND		

When	Topic	Notes
Oct. 16	Imperialism: The West takes over the World	Reading: <i>The Making of the West</i> , Ch. 23-24 DUE BY 10:00 AM: Online Quizzes on Ch. 23 and 24 at Canvas
Oct. 21	WRITING WORKSHOP	DUE AT THE BEGINNING OF CLASS (bring hardcopy to class): 2-page es philosopher and his times from the group presentations. Guidelines will I ahead of time.
Oct. 23	Considering the Evidence: White Man's Burden?	Reading: 1) George Orwell, "Shooting an Elephant" (1936) . (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B?preview=82514782). DUE AT 10:00 AM ON CANVAS: Document Investigation (https://sjsu.instructure.com/courses/1609373/files/?preview=8251488)
Essay Sunday, October 26, 5:00 pm		<u>Revised first essay (2 pages/minimum 350 words) due on Canvas</u> (plus p Comment section on Canvas <u>paragraph on what you revised—or decided why.</u>)
Oct. 28	The West at War in the World	Reading: <i>The Making of the West</i> , Ch. 25 DUE BY 10:00 AM: Online Quiz on Ch. 25 at Canvas I will also introduce the second group project/essay on this day.
Oct. 30	Going to War, again	Reading: <i>The Making of the West</i> , Ch. 26 DUE BY 10:00 AM: Online Quiz on Ch. 26 at Canvas

When	Topic	Notes
Nov. 4	Considering the Evidence: Genocide in Nazi Germany	<p>1) Nuremberg Race Laws: Contexts and Translation of Laws (1935) (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%201935%20Race%20Laws%20Contexts%20and%20Translation%20of%20Laws%20(1935).pdf)</p> <p>2) Rudolf Hoess, Commandant of Auschwitz: Testimony at Nuremberg (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%201935%20Race%20Laws%20Contexts%20and%20Translation%20of%20Laws%20(1935).pdf)</p> <p>DUE AT 10:00 AM ON CANVAS: Document Investigation (https://sjsu.instructure.com/courses/1609373/files/folder/Hist%2010B%201935%20Race%20Laws%20Contexts%20and%20Translation%20of%20Laws%20(1935).pdf) FOR EACH READING.</p> <p>Mandatory group meetings: Toward the end of the class, groups will make important decisions about second project.</p>
Nov. 6	Europe Divided and Europe United	<p>Reading: <i>The Making of the West</i>, Ch. 27 and 28 and 29</p> <p>DUE BY 10:00 AM: Online Quizzes <u>ONLY</u> on Ch. 27 and 29 at Canvas</p>
Nov. 11	NO CLASS--VETERANS DAY	
PART IV: PERSPECTIVES ON WESTERN CIVILIZATION		
Nov. 13	"MY STORY AND WESTERN CIV" PROJECT	<p>Individual research and reflection on your history and its connections to class. Guidelines will be given well in advance.</p> <p><u>DO NOT MISS CLASS.</u></p> <p><u>DUE at the beginning of class:</u> Take-home portion of the project.</p>
Nov. 18	Start preparing for Group Presentations	<p>Students will analyze Western Civilization through the lens of one key phrase. Guidelines and readings will be made available and discussed well ahead of time.</p> <p>DO NOT MISS CLASS!</p>
Nov. 20	Continue preparing for Group Presentations	<p>DO NOT MISS CLASS!</p> <p>NOTE: PROPOSED THESIS DUE ON GROUP'S CANVAS DISCUSSION BOARD NOVEMBER 19 AT 11:59 PM.</p>

When	Topic	Notes
Nov. 25	Time for Consultations with Professor	I will be available to meet over Zoom to discuss any questions about assignments
Nov. 27	NO CLASSES TODAY	Thanksgiving Holiday
Dec. 2	Student Group Presentations	DO NOT MISS CLASS!
Dec. 4	Student Group Presentations/Conclusions	DO NOT MISS CLASS!
ESSAY Tuesday, December 9, 11:59PM		SECOND ESSAY (5 pages/minimum 1000 words), exploring one key issue in the History of the American Civilization (the same issue on which you did your group project). Guidelines will be posted on Canvas
FINAL EXAM THURSDAY, DECEMBER 11, 10:45AM- 12:45PM CL 224		Bring 1 large green book. You can have an 8 X 11 piece of notebook paper for handwritten notes on both sides. A study guide will be posted at least 1 week before the exam.