

Northwestern College
ISSUES IN WESTERN CIVILIZATION FROM 1789:
NETWORKS

History 102-3, Second half, Fall Semester 2011
(2 Credits)

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Office hours: MWF, 2:10 p.m., or by appointment

Class Period: MWF, 11:50-12:50 p.m.

Class Location: VPH 121

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Course materials and grades available on MyNorthwestern

"Master, did you not sow good seed in your field? Where, then, did these weeds come from?' He answered, 'An enemy has done this.' The slaves said to him, 'Then do you want us to go and gather them?' But he replied, 'No; for in gathering the weeds you would uproot the wheat along with them. Let both of them grow together until the harvest... .'"

Matt. 13:27b-30a NRSV

The historian ... might well take as her credo this statement by Karl Marx from *The Eighteenth Brumaire of Louis Bonaparte*: "Men make their own history, but they do not make it just as they please; they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given, and transmitted from the past. ..." Or, as stated more concisely in *The German Ideology*, "circumstances make men just as much as men make circumstances."

David Nasaw, "AHR Roundtable: Historians and Biography. Introduction," *American Historical Review* 114 (June 2009): 578.

COURSE INTRODUCTION

Summary description:

"Western civilization" is a term that refers to a civilizational tradition that arose in the western portion of the Eurasian continent. This course completes His101 by considering a topic or theme integral to that "Western" tradition in the modern and postmodern centuries (18th century onward).

The topic for this section is "networks." A network is "a complex, interconnected group or system."¹ Human society is networked, but so too is nature.² In fact, humans and nature have been intertwined from the beginning, and they remain so, despite increased human "mastery" of nature. This course will broadly consider the modern-postmodern history of Western human and natural networking via two developments: colonization and industrialization. Themes that will be considered along the way include science and technology, slavery, liberty, slums, commodities such as sugar and energy sources, and Christianity in relation to such developments.

¹ *American Heritage Dictionary of the English Language*, 3rd ed.

² Nature is "that part of the world that we humans did not create." Donald Worster, *A Passion for Nature: The Life of John Muir* (New York: Oxford University Press, 2008), 8.

Course purpose:

This course meets part of the general education requirements for history. It does this because it introduces college-level critical reading, thinking, and writing about people, texts, and developments from the past.

In doing so, it implements elements of Northwestern College's "A Vision for Learning" and "Integrative General Education Goals." In what is studied as well as how it is studied, this course especially addresses the following aspects of "[A Vision for Learning](#)" for students:

- Fostering competence in navigating and contributing to the world of ideas and information connected with the human past.
- Pursuing truth faithfully in studying and understanding the past.
- Developing a broad understanding of the historical interplay of different realms of knowledge and experience.
- Fostering regarding all persons as made in the image of God and thus deserving of understanding, love, and justice.

This course especially addresses the following aspects of "Integrative General Education Goals":

- Fostering the integration of faith and learning (1.1).
- Encouraging the connection of knowledge across disciplines (1.2).
- Exploring the mosaic of human cultures, human nature, and what it means to be a person (2.2).
- Developing creative, effective, and sophisticated abilities in listening, speaking, and writing (3.1).
- Engaging, interpreting, and responding to complex texts and problems (3.3).
- Encouraging a Christian ethic that informs individual choices, a sense of local, national, and global citizenship, and a sense of responsibility to others and to the natural world (4.3).

Course objectives:

Given the general nature and purposes of this course as described above, particular objectives include the following:

1. To foster familiarity with and understanding of selected aspects of Western civilization in the modern-postmodern era, since the Western tradition so heavily informs our own contemporary American society and culture.
2. To further develop skills in analytical reading, critical thinking, historical writing, and oral discussion from His101 through course assignments and activities, since such skills are key tools for learning how, with the Apostle Paul, to "take every thought captive to obey Christ" (2 Cor. 10:5).
3. To further instill what have been called the "three Ws" as guiding questions in studying the past: What happened? What was it like? Why does it matter?
4. To further foster what have been called the "five Cs" as essential habits of mind for interpreting and understanding the past: change, context, causality, contingency, complexity.³
5. To further provide tools and opportunity for beginning to reflect Christianly about the human past, for "in [Christ] all things hold together" (Col. 1:17)

³ Thomas Andrews and Flannery Burke, "What Does It Mean to Think Historically?" *Perspectives* 45 (Jan. 2007): 32.

REQUIRED READING

- [Anderson, Douglas Firth, comp.] *Supplemental Primary Documents*. <http://home.nwciowa.edu/firth/wc2reader.htm>.
- Crosby, Alfred W. *Children of the Sun: A History of Humanity's Unappeasable Appetite for Energy*. New York: W.W. Norton, 2006. ISBN 9780393931532
- Humboldt, Alexander von. *Personal Narrative of a Journey to the Equinoctial Regions of the New Continent*. Abridged and translated by Jason Wilson. Introduction by Malcolm Nicolson. London: Penguin Books, 1995. ISBN 9780140445534
- *Master and Commander: The Far Side of the World*. DVD. Directed by Peter Weir. Beverly Hills, CA: Twentieth Century Fox Home Entertainment, 2004.
- *Matewan*. DVD. Directed by John Sayles. 1987; Santa Monica, CA: Artisan Entertainment, 1999.
- Mintz, Sidney W. *Sweetness and Power: The Place of Sugar in Modern History*. New York: Penguin Books, 1985. ISBN 9780140092332
- Roberts, Robert. *The Classic Slum: Salford Life in the First Quarter of the Century*. London: Penguin Books, 1978. ISBN 9780140136241

COURSE OUTLINE OF DAILY TOPICS AND READING ASSIGNMENTS

CLASS # & DATE (MWF)	CLASS TOPIC and/or ASSIGNMENT DUE	READING TO BE DONE
1. Oct. 19	Course Introduction	• in-class handout(s)
2. Oct. 21	The Modern Milieu: Liberty, Nature, Colonies, Industry, & Networks	• <i>SPD</i> , #1-5 • Mintz, xv-18
3. Oct. 24	<i>Personal Narrative I</i>	• Humboldt, vi-65
4. Oct. 26	<i>Personal Narrative II</i>	• Humboldt, 66-185
5. Oct. 28	<i>Personal Narrative III</i>	• Humboldt, 186-311
6. Oct. 31	Modernity & Christianity	• <i>SPD</i> , #6-11
7. Nov. 2	Sweet Networks I	• Mintz, 19-108
8. Nov. 4	Sweet Networks II	• Mintz, 108-214
9. Nov. 7	<i>Master and Commander I</i>	
10. Nov. 9	<i>Master and Commander II</i>	• <i>SPD</i> , #12
11. Nov. 11	<i>Master and Commander III</i>	
12. Nov. 14	EXAM #1	
13. Nov. 16	Pre-Modern Energy Networks	• Crosby, xi-58
14. Nov. 18	Modern Industry	• Crosby, 59-116
15. Nov. 21	ESSAY DUE <i>The Classic Slum I</i>	• Roberts, 9-128 • <i>SPD</i> , #13
16. Nov. 28	<i>The Classic Slum II</i>	• Roberts, 129-254
17. Nov. 30	<i>Matewan I</i>	• <i>SPD</i> , #14
18. Dec. 2	<i>Matewan II</i>	
19. Dec. 5	<i>Matewan III</i>	
20. Dec. 7	Global Networks I	• Crosby, 117-166
21. Dec. 9	Global Networks II	• <i>SPD</i> , #15-19
Dec. 14 (W), 8-10 a.m., FINAL		

COURSE ASSIGNMENTS

1. TWO EXAMS on course material will constitute 60% of the course grade.

1. Two exams, a midterm and a final, will be given in class per the daily outline in the syllabus (e.g., Nov. 14 and Dec. 14). (On late assignments, see Course Miscellany, section 1.)
2. For each exam, a study sheet will be distributed a week ahead of the exam.
3. On exam days, no textbooks or other course material should be used during the exam (on penalty of voiding the entire exam) *except* for one 8 ½ x 11 inch exam note sheet of outlines and notes (typed or handwritten, both sides if necessary). This exam note sheet must be handed in with the exam blue book.
4. Blue books will be required for each exam. (These are available in the NWC bookstore.)
5. The *midterm*, which will constitute 25% of the course grade, will consist of a long essay question and a short essay question.
6. The *final*, which will constitute 35% of the course grade, will consist of a long essay question and a short essay question covering material both before and since the midterm.

2. A COMPARATIVE ESSAY on course material will constitute 25% of the course grade.

1. The essay question will ask you to reflect analytically on aspects of *Master and Commander* and course readings assigned through Nov. 11.
2. The essay question will be distributed no later than a week ahead of the due date.
3. The essay is due by 11:55 p.m. of the specified due date, Nov. 21. (On late paper policy, see Course Miscellany, section 1.)
4. The essay should be no less than 5 pp. long. Normally, it need not be longer than 7 pp., but there is no penalty for it going over 7 by one or two pages. In addition, each essay should
 - have the student's name, the due date, the student's e-mail address, and a title at the head; no title page, please!
 - be typed double spaced.
 - be clear and accurate about historical details, especially dates.
 - be in the student's own words, except for clearly indicated and brief quotations (see Course Miscellany, section 2 on academic dishonesty).
 - use " " for quotations shorter than three lines and a block form for those three lines or longer. "Block form" means setting the quotation apart in a "block"—single spaced, indented left margin, no quotation marks. (See an example of this form in Sidney Mintz's *Sweetness and Power*, p. 9.)
 - note quotation sources in parentheses at the end of sentences or paragraphs, such as the following example: (Darwin, p. 113, *SPD*).
 - not use any non-course source other than an English language dictionary. (This includes Wikipedia and other online sources.) The essay is about the assigned reading, not about research or non-assigned materials.
5. Submit the paper as a Microsoft Word file (that is, .doc, .docx, or .rtf) through MyNorthwestern (when in your MyNorthwestern account, click on the link to this course, then click on coursework, then click on the appropriate paper, then, in the drop box, search for your Word file, select it, and send it in; your paper will automatically be sent to Turnitin.com). If you encounter trouble in submitting the paper through MyNorthwestern, consult with the folks in

the Computer Center, especially *Tina Jansen* and the Help Desk folks (helpdesk@nwciowa.edu). A graded copy, with grading checklist attached, will be returned to you by e-mail attachment.

6. The main *factors for evaluating* each paper are as follows: How well does/is the essay
 - meet all the formal specifications for the assignment?
 - address the entire assignment?
 - written, i.e., manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion?
 - make an effective historical argument, i.e., manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in all the relevant assigned course materials, particularly primary sources?
 - insightfully informed, as relevant, by the "three Ws" (What happened? What was it like? Why does it matter?) and the "five Cs" (change, context, causality, contingency, complexity) in narration, analysis, and interpretation?
7. Sample "A" essays from previous versions of His102 have been deposited at the Writing Center, where a copy of this syllabus has also been deposited. If you need some aid, *the Writing Center is a good place to visit. Peer tutors are available there to help you. I also am willing to review drafts of papers* and provide feedback, so long as there are not too many, they are not given me the night before the final copy is due, and other obligations do not loom over me at the same time.
8. Since students are welcome to consult the instructor and/or peer tutors ahead of the paper due date, rewriting papers for a better grade is not an option.

3. DISCUSSION ASSIGNMENTS (DAs) will constitute 12% of the course grade.

1. An as-yet-to-be-determined number of *discussion assignments* (DAs) will be given on some aspect of the assigned reading or in-class material.
2. DAs will pose a problem or ask a question about the assigned reading or other class material.
3. DAs will *sometimes be given one or more class sessions ahead; at other times assignments will be made in class for completion during class time.*
4. DAs are due *at the end of the class for/in which the DA was assigned.*
5. *Late DAs will not be accepted, unless the reason for lateness has to do with a legitimate, excusable conflict (e.g., approved field trip, illness, co-curricular activity, family emergency).*
6. DAs may be *handwritten*, but they must be *legible* and be *clearly labeled* with the student's name, DA #, date, and RSC box # at the beginning of each assignment.
7. Unless specified otherwise, each DA is *worth 3 points for accuracy, thoughtfulness* in interaction with the assigned material, *neatness*, and *meeting the above formal specifications.*
8. *The instructor's student assistant will grade the DAs.*

4. CLASS PARTICIPATION will constitute 3% of the course grade.

1. Class participation is a portion of the grade based on the instructor's estimation of the integrity of each student's engagement with the course material and the classroom environment.
2. Normally, regular attendance and the handing in of completed assignments when due will be taken as at least adequate in fulfilling this part of the course grade.
3. Factors that could give the instructor pause about a student for this portion of the grade include (but are not limited to):

- frequent absences.
 - frequent lateness in attending class or excuses for the failure to complete assignments or to complete them when due.
 - frequent in-class indications that could give the impression that a student has done little to no work with the assigned materials.
 - persistent in-class demeanor or behavior that could give the impression that a student has little respect for themselves, others, and/or the task(s) at hand.
4. When appropriate, the instructor is prepared to be flexible with occasional student scheduling problems, but the instructor must be consulted. "Exceptions" are not an entitlement.

COURSE MISCELLANY

1. Late Assignments

1. All assignments are due as stated in the syllabus or announced in class.
2. They are to address the assignments current for this course, not assignments from a previous version of this course, lest they be subject to the equivalent penalty for late papers (see #4 below).
3. *Extensions* due to illness, approved field trips, regularly scheduled games or performances, or other reasons outside the control of the student can be made, but *it is up to the student to petition the instructor for such legitimate extensions*.
4. *Papers*: If a paper is handed in late up to a week after it was due and without a legitimate extension, it will normally receive a penalty of at least one full grade down from whatever score the work merits apart from the penalty. If a paper is over a week late and without a legitimate extension, it will not be accepted.
5. *Final*: A final can only be rescheduled through application to the Registrar's Office; a [Final Exam Change form](#) is linked to the Registrar's Form webpage. Travel plans are not a legitimate reason for rescheduling finals. All material must be in to the instructor by the scheduled period; no materials will be accepted thereafter.
6. *Discussion Assignments*: Late DAs will not be accepted, unless the reason for lateness has to do with a legitimate, excusable conflict (e.g., approved field trip, illness, co-curricular activity, emergency).

2. Academic Honesty

1. It is expected that all reading and written work done in and for the course will be done with integrity. That is, reading and writing as assigned is to be done with honest single-mindedness by each student, without undue reliance on others to do the work, and without deceit about the work's timeliness, authorship, and sources. Integrity of this sort is not easy or convenient; it does not provide shortcuts or guarantee an "A." Yet it is the best path to growth in wisdom, and wisdom is the fruit of education most to be savored.
2. Academic dishonesty includes cheating and plagiarism, as defined in the Student and Faculty Handbooks.
3. Academic dishonesty, will, when duly determined, lead to a "0" score for the assignment involved and the filing of a report with the Office of the Provost, per the Student and Faculty Handbooks.

3. Grading

1. We the faculty of the History Department do not believe that "grade inflation" is good for you. Jesus admonishes us to "Let your word be 'Yes, Yes' or 'No, No'" (Mt. 5:37); in other words, let grades have integrity as indicators of knowledge and/or competence for a given assignment or course.
2. Therefore, an *A=excellent* or outstanding work; *B=good* work (more than adequate but not excellent); *C=adequate* work (the assignment or the course's requirements have been met, but not with any remarkable quality); *D=inadequate* work (does not fully meet the assignment); *F=failing* work.
3. *Grades for most assignments and for the course as a whole are based on a 100% scale, as follows:*

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

4. Within the 100% scale for letter grades, + and - will be given on the following scale (exceptions: no A+ or F + or F-):

+ = x7-x9 - = x0-x2

5. *Remember--grades are NOT a measure of your personal worth; that is already established by God! Grades are measures of the quality of your work for a given assignment and/or course--nothing more and nothing less.*

4. Advice for Western Civilization Courses

A. Time in and out of class

- *The old wisdom still stands: "you reap what you sow"* (Gal. 6:7b). Sooner or later, what one puts into something is usually directly related to what one receives, whether one is engaging in farming, music, sports, drama, or studying.
- *Reading is central to this class--and reading takes time.* A rule of thumb for humanities courses (history, literature, philosophy, religion) is that spending 2 hours on the class *in addition* to every hour in class usually brings better fruit than spending less than that. That is, for a 3-hour-a-week, 4 credit class, an average of 6 hours per week on the class is a reasonable goal if you wish to do well in the class.
- *If you signed up for this course, I expect you to be in class.* I hope that you are interested in the course (or that I can awaken interest in you for the course), and that you will thus want to come. I will try hard not to waste your time. Apart from this, someone is paying lots of money for you to attend here, and presumably you (and whoever else is involved) are interested in getting your money's worth from your investment. And, the less you are in class, the more you miss opportunities for understanding the course material: discussions; concepts explained; themes noted; issues to ponder; connections to make; additional material presented; explanations of assignments or other things; etc. On the one hand, I do not formally take class attendance. On the other hand, if you are often absent, I do tend to notice. If you are absent a lot, and with no legitimate explanation, then when it comes time for me to total up your work for a course grade, I will have little to no reason to give you any benefit of the doubt.

B. Study advice

- *Spirituality*: Approach your studies with a prayerful attitude. Pray for discipline, for attentiveness, for discernment and understanding. Christ is Lord of all of life, so he is Lord of our learning. Give him the glory with the mind he has given you. We don't think of playing an instrument or playing basketball without practice; why would anyone think that glorifying God with our minds takes any less time--any less prayer and disciplined action?
- *Reading*: Read attentively and intelligently. For history courses, the point of reading is to gain information and to put that information within some context, or thesis, or pattern. Your goal in reading for a history course is to watch for all the cues the author gives you as to 1) what facts are more important than others and 2) how the facts are marshaled into larger patterns that "tell a story" or "make a point."
- *Taking notes is always relevant*—in and on your reading, on lectures, on discussions, on videos. (If you have a photographic memory or already know all the material, then of course taking notes would be pointless . . .)

C. Further help

- You should be able to handle this course with sufficient time and attention. After all, hundreds of other students have. However, if you run into problems, *don't hesitate to ask for help*, from me, my student assistant, folks in the Writing Center.
- In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, NWC will provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact both their instructor and the college disability service provider (John Menning; john.menning@nwciowa.edu) to discuss their individual needs and accommodations.

HISTORY PAPER EVALUATION

Formal & substantive elements

(Note: NA in boxes below means the element is not applicable to this assignment)

Excel- lent	Good	Ade- quate	Needs Improv- ing	Un- accept- able	Element
					Your paper meets all the formal specifications for the assignment, e.g., typing, header/title page information and form, length, quotation form, notation form, bibliography (if specified), etc.
					Your paper addresses all the assignment with due balance to all aspects.
					Your paper is well written ; that is, it manifests a welcoming introduction, clear and coherent organization, effective transitions, engaging style, careful spelling, punctuation, and grammar, and a conclusion that sums up generalizations and insights from the discussion.
					Your paper makes an effective historical argument ; that is, it manifests a clear and sustained interpretive claim/thesis that thoughtfully and plausibly accounts for the available evidence in a) all the relevant assigned course materials or b) researched materials.
					Your paper is insightfully informed, as relevant, by the "three Ws" (What happened? What was it like? Why does it matter?) and the "five Cs" (change, context, causality, contingency, complexity) in narration, analysis, and interpretation.
					Your paper shows thorough, diligent research relevant to your topic and consistent with the limits of the assignment and the time allowed.
ADDITIONAL COMMENTS:					