

## History 102: Western Civilization (asynchronous)

Fall 2023

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**This course is asynchronous.** Sometimes this format can be a challenge, but I've structured this course so that there are many opportunities for you to interact with peers in meaningful ways, as well as for you to have dedicated time with me for your questions or clarification. And remember: you can always check in with me via zoom! Or, reach out via email: [morrisju@linnbenton.edu](mailto:morrisju@linnbenton.edu)

**Course Outcomes:** by the end of the term, students will be able to

- Analyze the development of the modern nation state
- Explain -- with examples -- what it means to be a citizen in the developing nation states of the Western hemisphere.
- Analyze the impact of evolving economic systems, from cash-based societies to mercantilism and ultimately, capitalism. Students will also understand the early emergence of socialism as a reaction to capitalism.
- Define changing concepts around family and gender roles, including literacy and daily life, but also religious practice and values.
- Connect key ideas of the Renaissance and Reformation to enduring social, political, and economic issues between 1400-1800.
- Identify key movements in literature, music, art, and philosophy.
- Identify the impact of colonization on cultures of the Americas after conquest.
- Explain how conflict and revolutions have consistently re-shaped the concept of "Western Civilization".

**Textbook:** There isn't one! Your primary online (and free) textbook is this one, an OER (open educational resource) text: [Western Civilization A Concise History - Volume 2](#). There are also supplemental resources each week, including primary sources.

**How this course is structured:** This Western Civilization (approx. 1000-1800) course is organized thematically. This means that you will learn about topics over a span of time that are related by theme or concept. The first few weeks are more chronological in organization in order to give you a better foundational understanding. **Please check each week in Moodle for a brief overview of what you should be focusing on each week.** Also, if you feel confused or like you missed something critical, please ask! Ask for a zoom conference or reach out via email: [morrisju@linnbenton.edu](mailto:morrisju@linnbenton.edu)

### **How to interact with your instructor and peers in this course:**

- In addition to this syllabus, read the weekly overview each Sunday so that you are clear in what is expected of you each week. I remind you of due dates in each weekly overview.
- Use the **Questions Forum** if anything ever seems unclear or confusing. This forum allows anyone to respond with the correct answer or clarification. I also check this forum each day.
- Read linked instructions for each assignment and look at the rubric. Rubrics are a checklist for you; they emphasize what the instructor is looking for in a strong example of student work.
- Make friends with a peer in this course! Reach out to someone in the first forum post (Week 1) who you recognize from a previous course, from your highschool days, or workplace. Having this kind of support is incredibly helpful.
- If you fall behind or are experiencing difficulty in keeping up with the assigned coursework, **please** reach out via email ([morrisju@linnbenton.edu](mailto:morrisju@linnbenton.edu)). If you prefer, we can communicate via email or arrange a 15-minute zoom call.

**Resources beyond the classroom:** Sometimes we need help. Please know that these resources are here for you as often as you need them.

- **The Linn-Benton Lunch Box** provides students with emergency food, up to twice per term
- **Roadrunner Resource Center** connects students with a variety of financial, food, and housing assistance programs
- **Transportation options** include free bus rides daily between Albany and Corvallis
- **LBCC Mental Health Crisis Line:** 541-917-4666
- **National Suicide Prevention LifeLine:** 988 (call, text, chat)
- Veteran Crisis Line: 1-800-273-8255 or text at 838255
- **CARDV** (Center Against Rape and Domestic Violence): 541-754-0110
- Visit the **Parenting Success Network website** for information about local parenting activities, a parenting tips blog, community resources, and a calendar of parenting classes and workshops being taught in our area. (The **website is also available in Spanish**.)
- Student families needing child care while they attend college may be eligible for a child care grant. Information on **child care grants**.

**Accessibility:** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your

accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with Accessibility Resource, please visit their website at [www.linnbenton.edu/accessibilityresources](http://www.linnbenton.edu/accessibilityresources) for steps on how to apply for services. Online course accommodations may be different than those for face to face courses, so it is important that you make contact with Accessibility Resources as soon as possible.

**Accommodations for Disabilities:** Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789.

**Grading** – Final Grade Calculation looks like this:

- A = 90-100% Excellent Work
- B = 80-89% Good Work
- C = 70-79% Average Work
- D = 60-69% Poor Work
- F = 0-59% Failing Work

## Other Course Information

### LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. ***You are required to use your LBCC provided email account for all email communications at the College.*** You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

### Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different from their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce. Please read: [Equal Opportunity and Non-Discrimination Policy](#)

## **Academic Integrity**

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

## **Title IX Reporting Policy**

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

## **Changes to the Syllabus**

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail. I commit to not creating *more* work for you if the syllabus must be changed.

**Course requirements:** Assignments are categorized as “formative assessments,” which means *practice* in thinking like a historian. These are low point value assignments that help you engage with and think critically about the content. There are two “summative assessments” near the end of the term. These assignments are worth a greater amount of points. These require you to think critically about course content from a broad, holistic perspective. They demonstrate your mastery of the course outcomes. The formative assessments – and the feedback that you receive from me on this work – will prepare you for the two final assessments (summative). The points you earn from this term are evenly distributed between formative (practice) and summative opportunities. If you are routinely engaging in the formative opportunities, you will find that completing the summative assessments will be far easier and less stressful.

- **Formative Assessment #1: Participation!** Participation is important for your success in an asynchronous course. There is one required and graded assignment in this category. The other two are optional but encouraged.
  - **Each week features an asynchronous recorded zoom introduction** to the week's

topics. These are about 5-10 minutes. You must view each week's introduction (I take attendance – you must view sometime between Sunday (noon) and Thursday (11:59pm)). **1.5 points each week/15 points total.**

- **Optional Q/A forum:** This is ungraded, but a valuable way for you to ask questions to your peers and the instructor. I encourage you to look here first when you have a question about specific details or need some clarification on a topic.
- **Optional zoom group meeting with the instructor.** Please see the sign-up [form at this link](#). Each small group session will allow you to ask questions and seek clarification. There won't be more than six students in any small group session, so you can be certain your questions are answered. The zoom link is included on the sign up sheet. **This is optional and ungraded (but encouraged!).**
  
- **Formative Assessment #2: [Required Week 1 Discussion Forum](#).** This is required by the end of Week 1. Students who do not complete this first assignment will be dropped from the class. These are introductory questions that will help you “meet” your classmates and instructor, but also let me know that you are logged in and ready to participate in this asynchronous course! This assignment is due no later than **Sunday, October 1** (11:59 pm). **5 points**
- **Formative Assessment #3: Thematic Responses.** You will have 4 of these (every two weeks for the first 8 weeks) where historical content and themes are connected to the contemporary world. **5 points each**, for a total of **20 points**. You must include specific and relevant examples from course material to support your response. Outside research is supplemental to the required inclusion of these course resources. Please do not seek answers from outside sources; stick to the assigned readings and videos.
- **Formative Assessment #4: Thoughtful response to at least five weekly forum questions. Note:** these are **public (to our class)** so please be civil and respectful in your response and in discourse with others in class. I will post a question each week (between Weeks 2-10) that will help you focus on that week's content. **You can choose which weeks you post a response, but you must respond five different weeks.** These responses can be a reaction to the question OR or a reaction to the response of one of your peers. These responses should be about 200 words and must **incorporate and explain at least ONE specific detail and example from course materials or additional research.** I enjoy reading your posts and reactions to each other's posts; expect to see my comments and insights, as well. This forum is meant to be a useful tool to help you make sense of each week's themes and key ideas. See Moodle for the due date; I have given you until Tuesday of the following week to post or respond to others. **3 points each/total of 15 points**
- **Summative Assessment #1: [Movie Review](#).** View at least one movie from this list. Please

note that this is not a review. Instead, you are asked to analyze how accurately this movie depicts the history of this era, using evidence from course readings and other materials. There are other requirements; please read instructions carefully. You may submit this anytime between Weeks 8-9 (but no later than the end of Week 9). **25 points.**

- **Summative Assessment #2: Final exam.** This written exam will ask you to evaluate the impact of themes developed in this course. As this is a take-home exam, you will be expected to support each response with at least three specific and fully explained details from course materials. I will make the final exam available during Week 10 (Wednesday, November 29). You may submit it anytime between that date and Thursday, December 7 (during Week 11). **30 points.**

### **Due Dates and Late Work**

Please review the descriptions for each assignment (above) and also note due dates on Moodle. Also, review the weekly introduction early each week. I recommend Sunday! There is flexibility built into many assignments for this course to accommodate your work/life/school/family obligations. But be aware that the weekly forum questions have a firm due date of Sunday (11:59 pm) of each week; the required Week 1 discussion has a firm due date of Sunday, October 1, 11:59 pm.

The first seven weeks of the term feature formative assessments (55 points total), which are practice for the final two summative assessments (55 points total). There is no weighting of assignments. Their value is determined by their frequency (formative, aka “practice”) and their placement in the term. Your two summative assessments occur in the final three weeks of the term when you are expected to demonstrate critical thinking about course content.

**Thoughtful response to at least five weekly *forum* questions:** See Moodle for the due date; I have given you until Tuesday of the following week to post or respond to others. Remember, even though these are posted weekly throughout Weeks 2-10, you only need to respond to five of the weekly prompts. Your response can be to the question of the week or a reaction to someone else’s response. The purpose of this activity is to get you thinking about this week’s content by connecting it to your own experiences. Feel free to include both historical and/or personal examples.

This assignment is flexible on purpose; you get to choose the weeks you write a response based on your schedule and other demands. Keep track of your progress; the weekly responses end with Week 10.

**Thematic Responses:** I have provided due dates for the “thematic responses,” which are the

assessment for each 2-week topic. This due date falls at the end of each 2-week period, plus one week. (Example: Week 1-2 response is due at the end of Week 3; Week 3-4 response is due at the end of Week 5.) I realize many of you have significant work/life/school obligations; I provide the additional week to submit responses for your convenience. When the submission date closes, it will not be reopened.

**The movie review** can be submitted any time from the beginning of Week 8 until the end of Week 9 (Sunday, 11:59 pm). There is no extension on this due date. Please see Moodle for specific dates for this term.

**The final exam** will be posted mid-way through Week 10 and is due no later Thursday, 11:59 pm, during Finals Week (Week 11). You will submit on Moodle and no submissions will be accepted after this deadline. Once the final exam is posted (Week 10), you can submit it anytime before the deadline. Please see Moodle for exact dates for this term.

## Course Readings/Other Assigned Resources

Your primary online (and free) textbook is this one, an OER (open educational resource) text: [Western Civilization \\_ A Concise History - Volume 2](#)

Where hyperlinked, you will find other readings from other well-vetted, researched, and written online sources.

### Week 1 (September 25)

Theme: the Medieval World

- Introduction
- [Read Pages 3-11](#)

Pay attention to these ideas as you read.

- [Medieval life span, expectations in the Year 1300](#) (read pages 2-13)
- View: Islam in [Iberia](#) (15:00 - 22:45) and read about [Convivencia](#). As you view/read, consider the following questions:
  - What defines Islam in Cordoba?
  - How did Jews, Muslims, and Christians interact in Iberia under Muslim rule?

- Medieval Church and [anti-Semitism](#).
- See also these notes: [Medieval Church and anti-Semitism](#)
- View this short [video](#) (8 mins) about Medieval Art so that you can make comparisons to Islamic Iberia and also Renaissance art.

## Week 2 (October 2)

**Theme:** Changing demographics, gender and family; changing world view.

**Weekly Forum Question:** What is the most powerful motivator for humans to change the way they think or act?

As always, the purpose of this activity is to get you thinking about this week's content by connecting it to your own experiences. Feel free to include both historical and/or personal examples.

**Note:** you have a response due at the end of Week 3.

- Introduction: This week's intro video looks at these [overview notes](#): The Basics of the Renaissance
- The Plague: view this [documentary](#)
  - [Read: Pages 44-48](#) in your online textbook.
- What was the Renaissance? Read [Chapter 3](#), an overview of the Renaissance, as well as [Chapter 4](#), which digs into political topics of this era.
- For a crash course in Italian Renaissance art, view this [short video](#)
- Renewed interest in politics: read this excerpt from [The Prince](#)
  - Consider this question: what defines the Prince?
  - How does Machiavelli's definition embody humanism?
  - If you need help understanding what Humanism meant during this era, [try this website](#).
- [Renaissance Women](#): Art and gender roles. As you read through these slides, consider how the role of women differed greatly from that of men.
- [African presence in Renaissance Art](#) (slides) and this [blog post](#) that explores the African presence in Medieval Europe.
- Optional read: ['Where Are The Women?': Uncovering The Lost Works Of Female Renaissance Artists : NPR](#)



**Response: Weeks 1 and 2.** Choose ONE of the following prompts. Remember to use evidence (at least 1 example from each article) and to cite your sources. Length: about 300-500 words.

Remember: this summarizes content from Weeks 1 and 2; the **due date** is at the end of Week 3 to allow you time to synthesize what you learned. There is no extension after October 15 (11:59 pm). You may submit anytime you are ready . . . up until October 15 at 11:59 pm.

Prompt 1: Are we living in a modern day Renaissance? And if so, is it as change-making as the Renaissance of both Italy and Northern Europe? Read the following article to help you address this question in your discussion post. But **ALSO**, remember to cite at least 2 sources from Weeks 1 and 2 in your response.

- Read this article: [Are We Living in a New Renaissance? - Scientific American](#)

Prompt 2: How was the Renaissance shaped by science, philosophy, and faith? What about identity? Remember to cite at least 2 sources from Weeks 1 and 2 in your response.

- **Optional resource:** [Rethinking The Renaissance | HistoryExtra Podcast](#) (there are a few ads before the podcast plays)
- Don't forget to think about the cultural mix during the Medieval era through the Renaissance (African presence, competing faiths, changing roles for women)

### **Week 3 (October 9)**

#### **Theme: The Church and Religious Conflict**

**Weekly Forum Question:** In Western Civilization, the role of the Christian Church (which has three main branches today: Orthodox, Catholic, and Protestant) has been a significant influence in the social, economic, and political lives of all: monarchs and commoners. (Islam and Judaism also significantly influenced Western Civilization, but for this week, I want us to focus on the role Christianity played in Europe from the early Medieval era through the Renaissance.) **The question you will consider this week** is this: How can religion be both a “glue” that holds society together but also be something that fosters irreparable divides?

**Be thoughtful with what you write**, keeping in mind that not everyone in this class holds the same religious views as you might. Do not attack or demean the beliefs of others. Speak to your own experiences without condemning others. Within our community, many follow another major world religion or choose to be spiritual, but not a follower of an organized religion. There are many who adhere to Eastern beliefs or choose to an atheist or agnostic view.

**Introduction:** This week's introduction will focus on [The Renaissance Church](#)

- View: [The Great Schism](#) (about 8 minutes) for background on the split in Christianity (in about 1100). You might also listen to the brief NPR story: [The Great Schism](#) (optional).
- [Problems in the Medieval Church](#) (read Pages 51-53)

#### **Week 4 (October 16)**

**Theme: The Church and Religious Conflict. We will pick up where we left off last week!**

**Weekly Forum Question:** How important are charismatic leaders to shaping the hearts and minds of the people they rule or lead? Are they the sole reason people will abandon previously held beliefs or are there other factors at work, too?

- Henry VIII: [listen to this video](#) (Tom Richey is an extraordinary European History teacher; his material is very appropriate for your overall understanding of the English Reformation.
  - Optional: [The Tudor Dynasty](#). If you look over these notes that outline the Tudor Family Tree, you will find several links to videos about each of Henry's six wives. Although an interesting and complex family saga, think about the religious and political ramifications of Henry's various marriages.
- Reformation/English Civil War: [Read Pages 111-134](#).
  - Don't miss this short analysis: [A War of Ideas? | English Civil War](#)
  - *Optional* view to solidify your understanding: [English Civil War](#)
- 30 Years War: Examine [these notes](#), paying particular attention to the images of war.
- How did the Reformation come to America? Read: [American Protestant Awakening](#) to see how controversial ideas migrated with colonists to create a unique religious culture in North America
- **Note:** if this era interests you, you might consider watching the film "Luther" for your movie analysis.

**Summary response: Weeks 3 and 4.** Choose ONE of the following prompts. Remember to use evidence (at least 1 example from each article) and to cite your sources. Length: about 300-500 words. Use examples to support your response! **Your response is due at the end of Week 5** (October 29).

Prompt 1: The Catholic Church is still evolving today. How is this a legacy of the Great Schism and Reformation of the past? Remember to cite at least one of the following sources – AND at least two assigned sources from Weeks 3 and 4.

- [The Pope Would Like You to Accept Evolution and the Big Bang | Smart News | Smithsonian Magazine](#)
- [Vatican II: A Half-Century Later, A Mixed Legacy : NPR](#)
- [How the Catholic World Is Changing - WSJ.com](#)
- [The Catholic Church's archaic practices ill-serve God | Pittsburgh Post-Gazette](#)

Prompt 2: Agree or Disagree: The Reformation is not over because Christianity is still redefining itself. We can thank Martin Luther and King Henry VIII for that! Remember to cite at least one of the following sources – AND at least two assigned sources from Weeks 3 and 4.

- [Rethinking Christianity in the 21st Century | Reflections](#)
- [Millennials Are Leaving Religion And Not Coming Back](#)
- [About Three-in-Ten U.S. Adults Are Now Religiously Unaffiliated | Pew Research Center](#)

Week 5 (October 23)

**Theme: Expansion of Western Influence (Part 1)**

**Weekly Forum Question:** What cultural factors led to the slave trade and enslavement of humans by Europeans? What factors (social, economic, political) allowed it to flourish in the Americas?

- Optional: Listen to this podcast: [How Race Was Made \(Seeing White, Part 2\)](#) (this is part 2; I heartily recommend Part 1, as well as the entire series!)
- [Read Chapter 5](#)
- This is a basic and straightforward 5 minute video: [The Atlantic slave trade](#)
- View also: [Going Dutch - The Netherlands' slave trade](#)

- What did the Dutch gain from religious conflict and great wealth? View these slides: [The Dutch Golden Age](#)

Week 6 (October 30)

**Theme: Expansion of Western Influence (Part 2)**

**Weekly Forum Question:** In your opinion, what was the most critical factor that allowed the Spanish to create an empire in the Americas?

- Spanish in the Americas
  - [View Guns, Germs, and Steel \(Part 2\)](#)
  - [Doctrine of Discovery](#) (read and understand primary source – a firsthand account)
  - [Columbian Exchange](#): Read the first two pages; skim rest to learn in depth about at least one “New World” crop
  - [Spanish Casta system](#)
- English and French in North America
  - [Read \(start at Part 3: Spain’s Rivals Emerge\)](#) to focus on England and France in North America.
  - [1491 - The Atlantic](#) – this article helps us recognize the extent of European influence even centuries later. It is only now that we can begin to understand (through extensive research and an authentic desire to right the wrongs of the past) the complexity and sophistication of settlements in the Americas prior to 1492.

**Response: Weeks 5 and 6**

Choose ONE of the following prompts. Remember to use evidence (at least 1 example from each article) and to cite your sources. Length: about 300-500 words. **Due date** is at the end of Week 7 (November 12, 11:59 pm).

After reading at least THREE of the articles listed below, address one of the following questions. Include (cite) at least two of the supplemental sources in your response.

Prompt 1: What has so often been left out of the study of slavery and conquest when we study history? Identify missing pieces in your own education. What should be included to help students today better understand slavery and the slave trade? (Think about the history of “race” as a concept. Also, what would be different if the “Doctrine of Discovery” was used as a critical tool to better understand the conquerors?)

Prompt 2: What are at least 2 reasons FOR reparations? What are (supported with the articles) reasons for saying, “The past is the past”? You must address both parts of this question. Make sure you make a connection to the “Doctrine of Discovery” in your response.

- [Portugal confronts its role in the trans-Atlantic slave trade | Africa | DW | 24.03.2021](#)
- Examine this museum website: [Europe | National Museums Liverpool](#). Read at least 3 entries/pages.
- [Built on the bodies of slaves: how Africa was erased from the history of the modern world | Slavery | The Guardian](#)
- [What reparations are owed to Africa](#)
- [Beyond Profit | History Today](#)
- [Slavery reparations seem impossible. In many places, they're already happening.](#)
- [The hidden links between slavery and Wall Street - BBC News](#)
- [Cities may be debating reparations, but here's why most Americans oppose the idea/NPR](#)

Week 7 (November 6)

### **Theme: Political and Economic Changes (Part 1)**

**Weekly Forum Question:** What defines a strong state *today*? (In history and political science, a “State” most often is a synonym for a “nation”; this is why we call diplomacy “statecraft”.)

### **Week 7: Read and view the following**

- [Absolutism](#) (Read Pages 84-92, start with “the emergence of strong states”)
  - Read [7: Religious Wars](#) and [Chapter 8: Absolutism](#)
  - Critical Vocabulary and Concepts to know about France and England
    - Read: [Divine Right of kings to rule](#)
    - Read/view: [Versailles](#). How does the lifestyle of the French monarchs emphasize the divine right of kings to rule?
    - View: [Sun King](#)
    - View: [Hobbes vs Locke \(political philosophy\)](#)
    - What did the Divine Spark mean to ordinary people? Listen to [“The Cheese and the Worms”](#) interview (start at 5:07, listen to about 19:00; you can definitely go further, if you like!)

- **Optional** viewing if you love British royal history: [Fit to Rule Tudors to Stuarts From Gods to Men](#) and [Fit to Rule Bad Blood Stuarts to Hanoverians](#)

Week 8 (November 13)

**Theme: Political and Economic Changes (Part 2)**

**Weekly Forum Question:** Is nationalism (extreme patriotism or loyalty to the state) a force for good or bad? You can use a historical or contemporary example, but make sure you support your response with specific detail!

**Read and view the following:**

- [Read Chapter 8](#) (pages 147-167) about Absolutism and emerging national identities (these will shape the 19th century significantly)
- Nationalism and the Russian Tsars
  - View: [Peter the Great](#) (40 minutes)
  - View: [Russia's Geography Problem](#) (11 minutes)
- The end of Absolutism brought a new form of government: Constitutional Monarchy. [Read through these notes](#) and images (there are also a few short video links embedded). I've revisited the English Civil War to better help you understand growing national identity vs absolutism.
- View this short video, too, to give you a modern perspective: [Is nationalism ever a force for good? | Jared Diamond | Big Think](#) (about 3:30 minutes).
- Need a definition of Mercantilism and its importance in the 1600 and 1700s? This concept is key to understanding the rise of absolutist monarchs. [Mercantilism and the Atlantic Economy](#) (5 minutes)

**Response: Weeks 7 and 8 – This is your final Thematic Response**

Forging a national identity was important in Europe after the Renaissance. In many ways it can be credited to strong monarchs who created a strong national identity that was wrapped up in their role as a divine right monarch. In other ways, it was a *reaction* to absolutism; a reaction to the state being defined by the monarch and not the people. Either way, nationalism is a unifying force; it defends the status quo or disrupts it!

**Question/Prompt:** How does a charismatic leader leverage (utilize) Nationalism to advance their or their country's goals? How can a leader use nationalism to punish opponents?

You must include at least one historical figure from this course as part of your analysis. You can also use a historical leader from 1800-to today (2023) as an example. Don't forget evidence! **Also**, make sure you reference a point made from **each** of the following articles. They present differing views of nationalism so it IS important to read each one.

- [The Case for Nationalism: How It Made Us Powerful, United, and Free](#)
- [Nationalism good for you?](#)

### **Weeks 9 (November 20)**

**Theme:** Revolutionary Thinking (Part 1)

**Weekly Forum Question:** What does it mean to be well-educated *today*? What characteristics define a well-educated person? How does this differ from the past?

#### **Week 9 View and Read:**

- Scientific Revolution: Read [Chapter 10: The Scientific Revolution](#)
- Enlightenment: Read [Chapter 11: The Enlightenment](#)
- *Optional Viewing:*
  - View: [The Enlightenment in Global History](#) (start at 4:50 and listen to at least 23:30; after that, it is optional).
  - View: [Christianity - God and the Scientists](#) (You can stop at about 26:00, as the film moves to Darwin and beyond)

### **Week 10 (November 27)**

**Theme:** Revolutionary Thinking (Part 2)

**Weekly Forum Question:** Thomas Jefferson once said, "A little rebellion now and then is a good thing." What do YOU think? You can use historical and modern examples.

Read and View:

- French Revolution: Read [Chapter 12: The Society of Orders](#) and [Chapter 13: The French Revolution](#)
- View: [History Channel: the French Revolution](#) (1:30:00 – complete story of the FR)

- Read: [How revolutionary was the American Revolution?](#)
- [What can we learn from the French Revolution today?](#)

*Optional resources:*

- [View one of the following TED talks](#) about revolutionary women
- [How Revolutions Happen](#)
- [Revolutions Are Good And Should Happen More Often](#)



