

HISTORY 100: WORLD HISTORY TO 1500

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(Do not leave messages on office phone, or with history office)

Books

(University Bookstore for Lide Reader)

World Civilizations, Vol. One Adler

History 101 Readings and Study Guide Lide

Areas of Inquiry

1. Prehistory
2. The meaning of, and beginnings of, "civilization"
3. The early "core" civilizations: Mesopotamia, Egypt, India, China
4. The spread of civilization
5. The Greeks
6. The Romans
7. The Rise of Islam and Islamic civilization
8. Europe in the Middle Ages
9. China from the Qin to the Ming Dynasties
10. Indian civilization
11. African civilizations
12. Amerindian civilizations from the Olmec to the Aztecs
13. The High Middle Ages and the Renaissance in Europe
14. The Age of European exploration and conquest

SKILLS ACQUISITION

The study of history rests on knowledge of facts, dates, names, places, events, and ideas. In addition, true historical understanding requires students

1. to engage in historical thinking;
2. to raise questions and to marshal solid evidence in support of their answers;
3. to go beyond their textbooks and examine the historical record for themselves;
4. to consult documents, journals, diaries, and other evidence -- and to do so imaginatively--taking into account the historical context in which these records were created and comparing the multiple points of view of those on the

scene at the time.

Historical understanding requires that students thoughtfully read the historical narratives. Well-written historical narratives are interpretative, revealing and explaining connections, change, and consequences. Such narratives promote essential skills in historical thinking.

Reading such narratives requires that students analyze the assumptions--stated and unstated--from which the narrative was constructed and assess the strength of the evidence presented. It requires that students consider the significance of what the author included as well as chose to omit -- the absence, for example, of the voices and experiences of other men and women who were also an important part of the history of their time. Also, it requires that students examine the interpretative nature of history, comparing, for example, alternative historical narratives written by historians who have given different weight to the political, economic, social, and/or technological causes of events and who have developed competing interpretations of the significance of those events.

Students engaged in activities of the kinds just considered will draw upon skills in the following five interconnected dimensions of historical thinking:

1. Chronological Thinking

Chronological thinking is at the heart of historical reasoning. Without a strong sense of chronology -- of when events occurred and in what temporal order -- it is impossible for students to examine relationships among those events or to explain "historical causality" -- or what some would refer to as "cause and effect." Chronology provides the mental scaffolding for organizing historical thought.

Students should also be able to analyze patterns of historical succession.

For example, in world history, the student should be able to grasp the development, over time, of ever larger systems of interaction, beginning with trade among settlements of the Neolithic world; continuing through the growth of the great land empires of Rome, Han China, the Islamic world, and the Mongols; expanding in the early modern era when Europeans crossed the Atlantic and Pacific, and established the first worldwide networks of trade and communication; and culminating with the global systems of trade and communication of the modern world.

2. Historical Comprehension

One of the defining features of historical narratives is their believable

recounting of human events. Beyond that, historical narratives also have the power to disclose the intentions of the people involved, the difficulties they encountered, and the complex world in which such historical figures actually lived. To read historical narratives, biographies, autobiographies, etc. with comprehension, students must develop the ability to read imaginatively, to take into account what the narrative reveals of the humanity of the individuals and groups involved --their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses.

Comprehending historical narratives requires, also, that students develop historical perspectives, the ability to describe the past on its own terms, through the eyes and experiences of those who were there. By studying the literature, diaries, letters, debates, arts, etc. of past peoples, students should learn to avoid "present-mindedness" by not judging the past solely in terms of the norms and values of today but taking into account the historical context in which the events unfolded.

Students should also develop the skills needed to comprehend historical narratives that explain as well as recount events and that analyze relationships among the various forces which were present at the time and influenced the ways events unfolded. These skills include:

- 1) identifying the central question the historical narrative seeks to answer;
- 2) defining the purpose, and point of view from which the narrative has been constructed;
- 3) reading the historical explanation or analysis with meaning;
- 4) recognizing the rhetorical cues that signal how the author has organized the text.

Comprehending historical narratives will also be facilitated if students are able to draw upon the data presented in historical maps; visual, and quantitative data. In addition, the student should be able to use a variety of visual sources such as historical photographs, political cartoons, paintings, and architecture in order to clarify, illustrate, or elaborate upon historical events and various interpretations of historical events presented in the class readings and discussions.

3. Historical Analysis and Interpretation

One of the most common problems in helping students to become thoughtful readers of historical narrative is the compulsion students feel to find the one right answer, the one essential fact, the one authoritative interpretation.

Students need to realize that historians may differ on the facts they incorporate in the development of their narratives and disagree as well on how those facts are to be interpreted. Thus, "history" is usually taken to mean what happened in the past; but written history is a dialogue among historians, not

only about what happened but about why and how events unfolded. The study of history is not only remembering answers. It requires following and evaluating arguments and arriving at usable conclusions based on the available evidence.

Historical analysis builds upon the skills of comprehension; it obliges the student to assess the evidence on which the historian has drawn and determine the soundness of interpretations created from that evidence.

In acquiring these analytical skills students must develop the ability to differentiate between expressions of opinion, no matter how passionately delivered, and informed claims grounded in historical evidence.

Few challenges can be more fascinating to students than unraveling the often dramatic complications of cause. And nothing is more dangerous than a simple, monocausal explanation of past experiences and present problems.

Unless students can conceive that history could have turned out differently, they may unconsciously accept the notion that the future is also inevitable or predetermined, and that human agency and individual action count for nothing. No attitude is more likely to feed civic apathy, cynicism, and resignation -- precisely what we hope the study of history will fend off. Whether in dealing with the main narrative or with a topic in depth, we must always try, in one historian's words, to "restore to the past the options it once had."

4. Historical Research Capabilities

Perhaps no aspect of historical thinking is as exciting to students or as productive of their growth in historical thinking as "doing history." Such inquiries can arise at critical turning points in the historical narrative presented in the text. They might be generated by encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, or other evidence of the past. Worthy inquiries are especially likely to develop if the documents students encounter are rich with the voices of people caught up in the event and sufficiently diverse to bring alive to students the interests and beliefs of people with differing backgrounds and opposing viewpoints on the event.

Students should be encouraged to analyze a document itself. Who produced it, when, how, and why? What is the evidence of its authenticity, authority, and credibility? What does it tell them of the point of view, background, and interests of its author or creator? What else must they discover in order to construct a useful story, explanation, or narrative of the event of which this document or artifact is a part? What interpretation can they derive from their data, and what argument can they support in the historical narrative they create from the data?

By their active engagement in historical inquiry, students will learn for

themselves why historians are continuously reinterpreting the past, and why new interpretations emerge not only from uncovering new evidence but from rethinking old evidence in the light of new ideas springing up in our own times.

Students then can also see why the good historian, like the good teacher, is interested not in manipulation or indoctrination but in acting as an honest messenger from the past--not interested in possessing students' minds but in presenting them with the power to possess their own.

5. Historical Issues-Analysis and Decision-making

Issue-centered analysis and decision-making activities place students squarely at the center of historical dilemmas and problems faced at critical moments in the past and the near-present. Entering into such moments, confronting the issues or problems of the time, analyzing the alternatives available to those on the scene, evaluating the consequences that might have followed those options for action that were not chosen, and comparing with the consequences of those that were adopted, are activities that foster students' deep, personal involvement in these events.

Because important historical issues are frequently value-laden, they also open opportunities to consider the moral convictions contributing to social actions taken. For example, what moral and political dilemmas did Lincoln face when, in his Emancipation Proclamation, he decided to free only those slaves behind the Confederate lines?

When students are invited to judge morally the conduct of historical actors, they should be encouraged to clarify the values that inform the judgment. In some instances, this will be an easy task. Students judging the Holocaust or slavery as evils will probably be able to articulate the foundation for their judgment. In other cases, a student's effort to reach a moral judgment may produce a healthy student exercise in clarifying values, and may, in some instances, lead the student to recognize the historically-conditioned nature of a particular moral value he or she may be invoking.

Particularly challenging are the many social issues throughout United States history on which multiple interests and different values have come to bear. Issues of civil rights, reproductive rights, equal education opportunity, criminal justice have all brought such conflicts to the fore. When these conflicts have not been resolved by legislation, they have regularly found their way into the judicial system, often going to the Supreme Court for resolution.

As the history course approaches the present era, such inquiries assume special relevance, confronting students with issues that resonate in today's headlines and invite their participation in lively debates, simulations, and Socratic seminars--settings in which they can confront alternative policy

recommendations, judge their ethical implications, challenge one another's assessments,

and acquire further skills in the public presentation and defense of positions.

In these analyses, teachers have the special responsibility of helping students differentiate between (1) relevant historical antecedents and (2) those that are clearly inappropriate and irrelevant. Students need to learn how to use their knowledge of history to bring sound historical analysis to the service of informed decision making.

These skills are nonetheless interactive and mutually supportive. In conducting historical research or creating a historical argument of their own, students must be able to draw upon skills in all five categories.

Grades

Quizzes on weekly readings, lectures, maps ,videos	50%
Mid-term examination	20%
Final examination	25%
Attendance, participation, involvement	5%

Quizzes take the form of multiple-choice, fill-in-the-blank, and short answer.

The scheduled quizzes are listed on the syllabus, BUT there may well be unannounced quizzes during the semester. Quizzes are not returned to you, but kept in my office. You are welcome to examine them there. They are kept until the last day of classes, and then destroyed.

There will be unannounced map quizzes. See "Map Study Guide" in Lide Reader.

You should know everything on the map study guide by the fourth week of classes. Several map quizzes will be given after the third week of classes.

SIGNIFICANT PENALTIES FOR LATE QUIZZES W/O DOCUMENTED REASONS FOR YOUR ABSENCE! SICKNESS & PERSONAL/FAMILY EMERGENCIES ARE THE ONLY EXCUSED ABSENCES. YOU MUST HAVE DOCUMENTATION.

MAKE-UP QUIZZES GIVEN ON THE NEXT QUIZ DAY. YOU MUST MAKE UP THE QUIZ IN THAT TIME SLOT. NO EXCEPTIONS. IF YOU FAIL TO TAKE A QUIZ IN THE REQUIRED TIME, YOU WILL BE GIVEN A GRADE EQUAL TO THE LOWEST MADE ON THAT QUIZ. (IN SHORT,

AN "F")

Midterm is an essay-based exam. See Lide Reader for "Midterm Study Guide." See "Academic Writing Guide" in Lide Reader. You should be well-acquainted with it when you prepare for your examination. Essays that fail to follow the guidelines of the "Academic Writing Guide" will not receive high evaluations.

The Final Exam is (1) a comprehensive multiple-choice exam and (2) an essay or essays.

Your final grade is based on your standing in the class. After each exam, you will be shown where you rank compared to the other students in the class. Grades usually fall in the following range:

A = 20-30%; B = 40-50%; C = 20-35%; D = 5-10%; F = 0-5%

Reviewing grades and performance. If you come to my office to discuss your grade, bring your (1) midterm exam, (2) textbook, (3) Lide Reader, and (4) class notes.

**GRADES ARE BASED ON PERFORMANCE IN THE CLASS,
NOT YOUR NEGOTIATING SKILLS OR PERSONAL CIRCUMSTANCES**

FAQs

ATTENDANCE IS TAKEN FOR (1) ADMINISTRATIVE PURPOSES, AS REQUIRED BY THE POWERS THAT BE AND (2) AS A FACTOR IN YOUR PARTICIPATION GRADE IN THE COURSE. NO PENALTY FOR THREE ABSENCES. PENALTIES KICK IN W/ FOURTH ABSENCE.

YOU SHOULD BE ON TIME FOR THE CLASS. THREE LATES WILL EQUAL ONE ABSENCE IN DETERMINING YOUR PARTICIPATION GRADE. IF YOU HAVE SOME LEGITIMATE REASON TO BE LATE REPEATEDLY, INFORM ME OF IT.

YOU DO NOT NEED SCANTRONS FOR ANY QUIZ IN THIS COURSE.

YOU NEED INK FOR THE ESSAYS, AND A PENCIL FOR THE QUIZZES.

OFFICE HOURS END THE LAST DAY OF CLASSES.

NO QUESTIONS RE. MIDTERM EXAM AFTER THE CLASS BEFORE THE EXAM,
AND NO
QUESTIONS RE. FINAL EXAM AFTER LAST DAY OF CLASSES.

YES, YOU MUST TAKE AND COMPLETE ALL SECTIONS OF THE FINAL
EXAMINATION, NO
MATTER WHAT GRADE YOU HAVE IN THE COURSE. FAILURE TO DO SO
RESULTS IN A "F" FOR
THE COURSE.

GIVEN EVER-CHANGING RULES AND DEADLINES, IT IS THE STUDENT'S
RESPONSIBILITY
TO KNOW THE CURRENT RULES & REGULATIONS RE. DROPS,
INCOMPLETES, DEADLINES, ETC.

INCOMPLETES ARE RARELY GIVEN. DOCUMENTATION REQUIRED FOR
INCOMPLETES BASED
ON ILLNESS OR PERSONAL/FAMILY EMERGENCIES.

ABSOLUTELY NO EXTRA CREDIT PROJECTS CONSIDERED. EVERY ONE
GETS GRADED ON THE
SAME CRITERIA. WHY SHOULD STUDENTS WHO WORK HARD ALL 15
WEEKS NOT GET BETTER
GRADES THAN THOSE WHO DON'T?

"TENTATIVE" SCHEDULE

(ANY CHANGES TO THE SCHEDULE WILL BE ANNOUNCED IN CLASS)

WEEK 1: [8/31] Adler: Chapter 1: (Prehistory)
Lide: "New Discoveries in 2003"

WEEK 2: [9/7] Adler: Chapter 2 (Mesopotamia), 3 (Egypt)
Lide: "The First River Valley Civilizations"
"The Hammurabi Code"

WEEK 3: [9/14] Adler: Chapter 4 (Persians and Jews), 5 (India)
Lide: "The Indus Valley."

Thursday: Quiz: Chapters 1-5

WEEK 4: [9/21] Adler: Chapter 6 (China), 7 (Ordinary Lives)

Chapter 8 (Greece)

Lide: "Early China"

"The Greeks" (part 1)

WEEK 5: [9/28] Adler: Chapters, 9, 10 (Greeks and Hellenism)

Lide: "The Greeks" (part 2)

"Hellenism"

Thursday: Quiz: Chapters 6-10 , readings

WEEK 6: [10/5] Adler: Chapter 11 (Roman Republic), 12 (Roman Empire)

Lide: "Rome: From Republic and Empire"

" The Roman Empire"

WEEK 7 [10/12] Adler: Chapter 13 (Everyday Lives) 14 (Fall of Rome)

Lide: "The Paradox of Stability"

"Christian Europe Emerges"

Thursday: Quiz, Chapters 11-14, readings

WEEK 8 [10/19] Adler: Chapter 15 and 16 (Islam)

Lide: "Islam"

Thursday: MIDTERM (Big Blue Books, Ink -- NO PENCIL)

WEEK 9 [10/26] Adler: Chapter 17 (India), 18 (China)

Lide: "India"

"The Qin and Han Dynasties"

"China, Japan, and Central Asia 400-1200"

Adler: Chapter 19 (Japan), 20 (Africa)

Thursday: Two Quizzes

Quiz: 15-20, readings

Multi-Choice Quiz:

Judaism, Islam, Christianity, Hinduism, Buddhism, Confucianism

WEEK 10 [11/2] Adler: Chapter 21 (The Americas), 22 (Lives)

Lide: "The Americas"

WEEK 11 [11/9] Adler: Chapter 23 (High Medieval Ages)

Adler: 24 (Late Medieval Troubles)

WEEK 12 [11/16]: Adler Chapter 25 (Renaissance), 26 (Larger World)

Lide: "The Renaissance"

WEEK 13 [11-23] NO CLASS TUESDAY, THANKSGIVING THURSDAY

(Office hours: Tuesday 8 to 12 am)

This is your chance to review quizzes, grades, essays, etc.

WEEK 14 [11-30] Finish Adler 26 (Larger World)

Lide: "Sources of European Power"

Adler Chapter 27 (Protestant Reformation)

WEEK 15 [12-7] Tuesday: Quiz 21-27

Thursday: Course review