WORLD HISTORY TO 1600

Instructor: Dr. Kallman  Summer Semester 2004
Department & Number: History 2A  Location: Holt 401
Lecture Hours:  MWF 8:00am-8:52am  Course Code: 11409
MWF 11am-11:52am  Course code: 64568

Catalog Description. This course is a survey of world societies from prehistoric times to 1600. Special emphasis will be placed on the dynamic interaction and comparison of peoples and cultures. The focus will be placed on tracing concurrent political, social, cultural, economic, and religious developments. The course will examine the key elements of various cultures and their legacy for the global community today. (UC, CSU).


Supplies. #2 Pencils

Office Hours. My office is Holt 248. Hours:  MWF, 9:00-10:00am and TTh, 12:30-1:30pm, or by appointment. E-mail: tkallman@deltacollege.edu.

Purposes and Goals of the Course

General:

1. To understand that history is not only an accumulation of facts but also a “way of thinking and understanding.”

2. To learn to apply that “way of thinking” to contemporary issues.

3. To realize that history is as much a question of interpretation as it is absolute truth or fact.

4. To develop skills (reading, research, note-taking, critical thinking) that will be useful to academic and professional success.

Specific:

1. To survey the major social, cultural, political, economic and diplomatic developments in the world from prehistoric times to 1600.

2. To become familiar with key themes, events, and persons in world history.

3. To critically examine popular preconceptions, myths and misconceptions about world history.

4. To understand the roles that different ethnic, racial, and gender groups played in the history of the world.

Responsibilities of the Student
History 2A--MWF SYLLABUS

Attendance: Attendance is mandatory. I will take attendance regularly. If you come to class late, you will be marked absent unless you clear the absence at the end of class that day. At my discretion, I may drop a student who misses any of the first three classes. I will drop any student who has six absences by September 13. AFTER SEPTEMBER 13, I WILL NOT, UNDER ANY CIRCUMSTANCES, TAKE RESPONSIBILITY FOR DROPPING A STUDENT FROM THE COURSE. IF A STUDENT STOPS ATTENDING CLASS, IT IS THE STUDENT’S RESPONSIBILITY TO DROP BY FILING A “PROGRAM CHANGE” IN THE REGISTRATION OFFICE. Students who quit attending class and do not officially withdraw will receive an “F” in the course.

Reading Assignments: Text reading assignments are listed in the class information sheet. Reading should be done before class meetings to participate in class discussion. I will lecture on the assumption that each student has read the assignments.

Quizzes/Classwork/Participation (25%). The grade for this portion will be based on "pop" quizzes on the assigned readings, written assignments and/or participation in class discussion. I do not give makeups on quizzes, but I will drop the lowest quiz grade.

Mid-term Examinations (25%). Students will take three mid-term examinations as listed in the class schedule. Exams may consist of objective questions (multiple-choice, true/false, fill-in-the-blank, matching), short "identify-and-tell-the-significance" items, essays, and a geography component based on the maps in your readings. You are responsible for all material covered up to the time of the exam. I do not give makeup exams, but you will be allowed to drop the lowest of the three exam grades.

Book Review (25%). I require each student to write a 1500 word critical book review. The book you review MUST come from the "Suggested Reading" sections at the end of each chapter of the McKay text. ABSOLUTELY NO EXCEPTIONS. If you do not follow these instructions, you will receive a "0" on the book review.

See the attached guidelines for writing a book review.

Final Examination (25%). The final exam is comprehensive. See the class schedule for date and time. The format will resemble the midterm examination.

Method of Evaluation. I grade as follows:

Quizzes/Classwork/Participation 25%
Midterm Exam 25%
Critical Book Review 25%
Final Exam 25%

Grades:
A 90-100% Work that is exceptional in its quality and originality
B 80-89% Represents work that rises above the minimum required
C 70-79% Work that is acceptable in accuracy & understanding
D 60-69% Signifies work minimally acceptable for a passing grade
F <60% Failure.
Cheating and/or plagiarizing: One deserves credit for work that is one's own; you must give others credit for their work. Your work must be 100 percent your own. Plagiarism is the use of another's words or ideas (including your fellow students) and claiming them as your own. Be careful in your paper to identify all quoted material with quotation marks and a page citation. Passages that are not direct quotes should be in one's own words, not paraphrased from someone else's sentences. Paraphrasing is a form of plagiarism, as is failing to identify quotations properly (with quotation marks and a citation of the author). Any student suspected of cheating or plagiarism will receive an "F" in the course.

Examples of Plagiarism:

If your source says:

Beginning in 1890, America was transformed into a nation of consumers.

and you write:

Beginning in 1890, America was transformed into a nation of consumers.

without quotation marks or a citation, it is plagiarism and you will receive an "F" in the course.

If your source says:

Ellis uses the machine-gun as an entryway for a fascinating look at the persistence of customs, practices, traditions, and above all, a way of thinking in the face of a drastically changed practical reality.

and you write:

Ellis uses the machine-gun as an entrance for an interesting look at the determination of traditions, practices, society, and above all, a way of thinking in the face of a radically altered realistic idealism in military technology.

without a citation, it is plagiarism and you will receive an "F" in the course.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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</thead>
<tbody>
<tr>
<td>Aug. 16</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Aug. 18</td>
<td>Origins of Civilizations</td>
<td>McKay, Ch. 1</td>
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<td>Aug. 20</td>
<td>Prehistory &amp; Origins of Patriarchy</td>
<td>Reilly, 1-28</td>
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<td>Aug. 23</td>
<td>Urban Revolution &amp; &quot;Civilization&quot;</td>
<td>Reilly, 29-68</td>
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<td>Aug. 25</td>
<td></td>
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<td>Aug. 27</td>
<td>Kingdoms &amp; Empires in Near East</td>
<td>McKay, Ch. 2</td>
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<td>Aug. 30</td>
<td>Indian Society to 300 C.E.</td>
<td>McKay, Ch. 3</td>
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<td>Sept. 1</td>
<td>China's Classical Age to 256 B.C.</td>
<td>McKay, Ch. 4</td>
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<tr>
<td>Sept. 3</td>
<td>The Greek Experience</td>
<td>McKay, Ch. 5</td>
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<td>Sept. 6</td>
<td>No Class</td>
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<td>Sept. 8</td>
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<td>Sept. 10</td>
<td>Identity in Caste &amp; Territorial Societies</td>
<td>Reilly, 69-106</td>
</tr>
</tbody>
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History 2A--MWF SYLLABUS

Sept. 13
Sept. 15 The Glory of Rome McKay, Ch. 6
Sept. 17
Sept. 20 Women in Classical Societies Reilly, 107-138
Sept. 22 Exam 1
Sept. 24 East Asia & Buddhism, 200 B.C.E.–800 C.E. McKay, Ch. 7
Sept. 27 Empire & Officialdom Reilly, 139-172
Sept. 28 Last Day to Drop Class Without a "W"
Sept. 29 *****

Oct. 1 Tribal to Universal Religion Reilly, 173-201
Oct. 4 The Making of Europe McKay, Ch. 8
Oct. 6 The Islamic World, ca 600–1400 McKay, Ch. 9
Oct. 8
Oct. 11 Encounters & Conversions Reilly, 202-237
Oct. 13
Oct. 15 African Societies & Kingdoms, 400–1450 McKay, Ch. 10
Oct. 18 South & Central Asia & Mongols 300–1400 McKay, Ch. 11
Oct. 20 "Barbarians" & Mongols Reilly, 386-425
Oct. 22
Oct. 25 East Asia, ca 800–1400 McKay, Ch. 12
Oct. 27 Exam 2
Oct. 29 Europe in Middle Ages McKay, Ch. 13

Nov. 1
Nov. 3 Medieval Civilizations Reilly, 238-279
Nov. 5
Nov. 8 Love & Marriage Reilly, 280-314
Nov. 10
Nov. 12 No Class
Nov. 15 The First Crusade Reilly, 315-348
Nov. 16 Last Day to Drop Class with a "W"
Nov. 17
Nov. 19 Civilizations of the Americas, 400–1500 McKay, Ch. 14
Nov. 22 European Renaissance & Reformation McKay, Ch. 15
Nov. 24 Exam 3
Nov. 26 No Class
Nov. 29 On Cities Reilly, 426-464

Dec. 1
Dec. 3 Acceleration of Global Contact McKay, Ch. 16
Dec. 6 BOOK REVIEW DUE
Dec. 8 Spanish Conquest of Mexico Reilly, 465-505
Dec. 10
Dec. 15 8:00-9:50am Final Exam for MWF 8am class
Dec. 15 12:00-1:50pm Final Exam for MWF 11am class

Class Rules

CLASS BEGINS PROMPTLY. TARDINESS IS BOTH RUDE AND DISRUPTIVE.

I WILL NOT ALLOW ANY STUDENT TO LEAVE CLASS EARLY WITHOUT PERMISSION.

I WILL DISMISS FROM CLASS ANYONE SLEEPING.

I WILL DISMISS FROM CLASS ANYONE HOLDING PRIVATE CONVERSATIONS.
History 2A--MWF SYLLABUS

CELL PHONES AND PAGERS ARE DISRUPTIVE. TURN THEM OFF BEFORE YOU COME TO CLASS.

COLLEGE POLICY PROHIBITS BRINGING CHILDREN TO CLASS. I KNOW YOURS ARE "LITTLE ANGELS" BUT PLEASE DO NOT BRING THEM WITH YOU.

Writing a Historical Book Review

Objectives:

Effective writing
Substantive knowledge about a particular historical topic.
Development of a historical perspective and an understanding of the nature and use of historical research.
Learn to think critically about the work of others.

A critical book review goes beyond mere summary to look into the general worth of the book. It is "critical" in that it is a thoughtful discussion of the work, its benefits and shortcomings, and its significance.

Procedure:

Select a book from the "Suggested Readings" sections in the McKay text.

Learn the author’s background, qualifications and viewpoint.
Point of view is especially important in identifying bias, perspective, and the author’s frame of reference. Is the author liberal or conservative, Anglo, Hispanic or African-American, male or female, etc.? For example, one must read the biography of John F. Kennedy by Arthur Schlesinger very carefully because Schlesinger was a close friend and adviser to Kennedy.

Figure out the purpose of the book.
According to your interpretation, why did the author write the book? What did he hope to prove? The best place to discover this is usually in the preface, foreword or introduction.

Read the book.
Read critically and analytically. Identify the book’s argument (the author’s thesis), and decide if the author has made a convincing case.

Outline the review. Do not turn in your outline. It is for your use only.
Introduction
Purpose of the book
Author’s qualifications and viewpoint

Critical summary
Thesis of the book
Summary of contents, showing how the author developed her thesis (Use examples. Be careful that your paper does not become a mere summary. Does the author use logical reasoning and reliable evidence to support his thesis?)

Style and Presentation (Do not spend too much time here.)
Organization of the book
Writing style (word choice, wit, readability, length)
History 2A--MWF SYLLABUS

Conclusion

Historical contribution of the book. How does the book fit in with the prevailing point of view?

General worth of the book. Would you recommend it? For what type of audience would it be best suited? Did the author merely clarify and simplify the prevailing point of view?

Write the review.

Include your name, the course number and title, the day and hour the class meets, the due date and the page number(s) in parentheses.

The paper's title should be a full citation of the book being critiqued in the following format:

Author's name, last name first. Complete title of the book, underlined. Place of publication: Publisher, Year.

Typed, double-spaced, 1500-2000 words, 1" margins, normal fonts, no larger than 12 point. Number the pages. Do not use plastic or cardboard folders. Staple or paperclip pages together.

If you quote from the book under review, follow the quotation with the page number(s) in parentheses.

If you need to cite other sources for quotations or facts, use The Chicago Manual of Style or Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations. Do not use MLA style.

I will evaluate your paper on content, coherence, grammar (style, spelling, etc.), and following instructions. If you need help with your writing, go to the Tutor Center or Writing Lab in Shima 217.

Other hints.

A work of nonfiction is not a "novel." Do not call it one.

Summarize main points in YOUR OWN WORDS. Avoid long direct quotations. Avoid slang and unnecessary jargon; define unfamiliar terms.

Include proper citations.

Write clearly. If you have a choice of words, the shorter, simpler word is usually the better choice.

Manually proofread. Spell checkers do not distinguish between words such as there, their, and they're.

Organize your paper into coherent paragraphs. Begin each paragraph with a clear topic sentence. Then elaborate with evidence, examples, and implications. No one-sentence paragraphs.

Indent paragraphs. Do not space between them.

Make sure each sentence is complete with a subject and a verb. No fragments. No run-on sentences.

Avoid random capitalization.

If you have questions about these directions, talk with me before you write. I am available after class, during office hours, and by appointment to talk with you about your work in this course.

I reserve the right to revise this syllabus if necessary and to announce such revisions in class.