

Methodist University
Carl Dyke (carldyke@methodist.edu)
Office: T-235, x7112

HIS 104
Spring 2009
Office hours MWF 2-4; TTh 3:15-4:15

World History 2

(some assembly required)

The course will explore aspects of the history of world civilizations since roughly 1500 AD. We will not attempt to 'cover' every civilization or significant historical event, although the textbook offers as much of such coverage as you care to read. Instead, we will pick out areas and issues to study more in depth. The general goal (as with any introductory course) is to begin your advanced study of history, not to end it.

Practical course goals are to develop broad understanding of historical causation and pattern, as well as abilities in historical interpretation and analysis. We will cultivate critical thinking, writing, presentation, and discussion skills. Ethical course goals are to learn actively, to understand before judging, to cope graciously with uncertainty, and to appreciate and respect the dynamic complexity, diversity, and dignity of human communities, including all of those represented in the classroom.

REQUIRED BOOKS (yes, required – get them!)

- 👉 Kevin Reilly, ed., *Worlds of History: A Comparative Reader*, vol. 2
- 👉 Albert M. Craig, et.al., *The Heritage of World Civilizations*, brief ed., vol. 2
- 👉 Jules R. Benjamin, *A Student's Guide to History*

REQUIRED TASKS

The class requires five main active learning modes: reading, writing, discussion, lecture, and creative performance. Active learning means the learning you get depends on your effort. Ideally, you will get *information* from reading, *analysis* from lecture and discussion, *understanding* from writing and discussion, and *mastery* from writing, discussion and performance.

Participation, attendance: assessed but ungraded.

Attendance is required according to Methodist University standards for 100-level courses. You're adults, here by your own choice, and I will treat you accordingly. Participation in discussion is one of the active learning modes of the class. If you don't do it, you may not learn much and that will be reflected in your other work.

Historical essays: ~23% of final grade each.

In the first two-thirds of the term we will look in depth at two large, complex topics in global perspective: **structure** and **agency**. Using **both course texts** and **only** both course texts (no outside sources), you will write a **3-5 page** essay each on somewhere and somewhen specific through the lens of these topics.

The purpose of this assignment is to get you thinking about history as a laboratory of human behavior and interaction. To succeed you will need to develop and improve your abilities to identify and make the most of resources; gather, sift, categorize, and prioritize information; and distinguish between fact and interpretation in order to make an informed and compelling analysis. Much of your grade will depend on how well you work independently within general guidelines; how effectively you adopt and adapt

course instruction to your own work; how widely you seek relevant information within the course texts; how thoughtfully you focus your essays; and how effectively you relate your specific focus to more general contexts, issues and perspectives.

The structure paper will be due no later than **Thursday, January 29th**.

The agency paper will be due no later than **Thursday, February 26th**.

Please staple all papers. No title page necessary. Please attach a copy of the “History Essay Rubric” (final page of the syllabus for ease of copying) to the back of all papers.

Performance: ~21% of final grade.

The final third of the term will be devoted to group performances. Each performance should be based on **both** *Worlds of History* and *The Heritage of World Civilizations*.

The performance will take the form of a **roundtable discussion** among the members of your group. Each of you must **select and play a character** from world history since about 1500. You may select famous, infamous, ordinary, or even fictional historical characters, but you must play them ‘true’ to themselves. There should be **costumes and props** as appropriate. Copies of scripts from Steve Allen’s “Meeting of Minds” TV show are available from me if you want to see what one guy did with this idea – but his show was a little dry, so you can certainly do better! The discussion may concern any topics you wish. Topic selection is an opportunity for you to be creative and to demonstrate the depth of your understanding of your character. Have fun with it!

The performance should take **20-30 minutes** (you will probably need several topics).

Organized discussion including the rest of the class should follow the performance, so overall the group will be responsible for about 40 minutes of class time.

The purpose of this assignment is to bring history alive through exploration of **perspectives**. You will have the opportunity to ‘inhabit’ a character who fascinates you, and you will be individually evaluated on how thoroughly you understand and express that character’s worldview.

Rewrites:

I expect college-level work. I will stop reading and assign an F to papers that show a consistent pattern of errors or that are just generally sloppy. Failed papers may be reworked and resubmitted within a week for a possible passing grade.

Anyone may rewrite the **first paper** (structure) to improve it. Rewrites should reflect thought about course requirements, instruction, and the marginal comments from the first version. I recommend that you stop by office hours for clarification of my remarks. Always **hand in the old version with the rewrite**, so I can track and assess the changes accurately. You may rewrite the first paper multiple times, as long as there is improvement. Rewrite grades will replace the prior grade for the paper.

Papers turned in after the week they are due will be penalized according to my mood, which tends to get worse as time passes. **No late papers or rewrites will be accepted the last full week of class or after.**

Field Journal: required.

Imagine a historian five hundred years from now studying higher education in early 21st century North America. She got her education by taking knowledge pills, so she has no idea what our classes were like. Then, buried under centuries of dirty laundry and magazines in an abandoned residence hall, she finds your journal....

The journal is an opportunity to turn the class into a total learning experience that goes beyond the dry facts of history; and to become a source of history yourself. It should contain your observations and reflections about the process of the class as a social setting and learning environment, and anything else you consider relevant. The less you take for granted, the more you notice and discuss, the better. The journal should not just be class notes. The journal should have at least a couple of entries weekly, including the first and last weeks of class. A thoughtful journal will bump your final grade up by one or two thirds. A missing or perfunctory journal will lower it one. The journal will not be returned, so you may wish to make a copy to submit or to keep.

Final exam — research paper and portfolio: ~33% of final grade.

The topic of the final paper is **freedom**. Mining your short papers as rough drafts you will write a longer one – **6-8 pages**. The assignment is to **analyze how freedom has been related to structure and agency in specific places and times**. For this paper you **must do additional research** and write a whole **new paper**. **Attach both short papers** to the long one and package with your journal to complete your final course **portfolio**. These will not be returned, so you may wish to make personal copies for your own records. Citations and bibliography must include relevant material from **both course texts** and at least **two other significant sources**. A significant source is one that specifically, substantively (more than a few pages), and authoritatively addresses your topic. A book or academic journal article would be an example of a significant source; an encyclopedia entry, while helpful to get started, would not be. I intend you to do your research in the Library. Google will not normally produce significant sources by college research standards.

The purpose of this assignment is to further develop the skills of research, analysis, and presentation that you have worked on in the earlier papers. This assignment requires a synthesis of your previous analyses in which you combine old and new information and thoughts to create a whole greater than the sum of the original parts.

The paper can be handed in any time up to the scheduled exam time for the class.

Alternative requirements: I will negotiate the timing and relative weight of any or all of these requirements with any student within the first three weeks of the term.

Academic honesty: Cheating is wrong, and it is also an ugly way to live (for those of you taking philosophy: it is both ethically and aesthetically repulsive). Your work should be *your* work. Please review Methodist University's Honor Code in the catalogue. Learn, and use, proper references to credit your sources. This is **your responsibility**. Work based on uncredited sources will be considered plagiarized, will receive an F, and will be reported to the Honor Board. Plagiarized final papers will result automatically in failure of the class.

Grading: See also “Assessment” and the rubric sections below. All work will be assigned a letter grade based on my judgment of how well it accomplishes the criteria discussed in the “Historical Essay” and “History Essay Rubric” pages of this syllabus. It is my policy to seek out the strengths in each piece of work and grade it accordingly. Work with some good things about it and no fatal flaws will get some kind of **C**; work that is good overall will get some kind of **B**. The grade of **A** is for work that is at least good in every way and excellent in some important respect(s). I grade to standards and do not use a curve, so if every student performs excellently, every student will get an A.

My policy for determining the course grade is to eyeball your performance as a whole in the course. I will look at your work grades, think about what you contributed to and what you got from the course, and assign the grade that best sums up what you have done. Students who instead prefer a strict numerical calculation should inform me in writing (a short note is sufficient) during the last week of class.

Students with Disabilities: If you are a student with a disability, please contact the Center for Personal Development in Pearce Hall at 630-7402 as soon as possible in order to make the necessary arrangements.

Teaching/learning philosophy, as I learned it from World History:

“If I give a student one corner of a subject and he cannot find the other three, the lesson is not worth teaching.” — Confucius

“When we renounce learning we have no troubles... when there is abstinence from action, good order is universal.” — Laozi

“There is no document of civilization which is not at the same time a document of barbarism.” — Walter Benjamin

“Now as a man is like this or like that, according as he acts and according as he behaves, so will he be: — a man of good acts will become good, a man of bad acts, bad.” — the Brihadaranyaka Upanishad

“A great many people think they are thinking when they are really rearranging their prejudices.” — William James

“And it may be that you dislike a thing which is good for you and that you like a thing which is bad for you. God knows but you do not know.” — the Qu’ran

“I don’t believe in living in the past. The past is for cowards. If you live in the past, you die in the past.” — Mike Ditka

“The best way to control people is to encourage them to be mischievous.” — Shunryu Suzuki

QEP: Methodist University has a **QUALITY ENHANCEMENT PLAN**, and we’re asking students to—

**Get Between
the Covers!**

**Improving Student Reading Skills by
Developing a Culture of Reading**

I. Methodist University General Education/Core Curriculum Goals

Students who complete the General Education core will be able to demonstrate:

1. the skills needed for advanced studies: in written and oral communication, mathematical reasoning and the use of computers;
2. basic knowledge of the fine arts, fitness and wellness, humanities, mathematics, natural science and social science; and
3. the ability to think critically about complex subjects.

II. General Education/Core Classes in History

General Education/Core Classes in History address the following Methodist University GenEd/Core goals: (1) in terms of written and oral communication, (2) in terms of humanities and the social sciences, and (3) in terms of critical thinking.

III. History Department Goals:

Goal 1.) Students will develop a thoughtful understanding of historical causation and pattern in history and will gain an appreciation of the dynamic complexity and diversity of human communities.

Goal 2.) Students will demonstrate an ability to conduct basic historical analysis using documents, media, and textbooks and to perform written analysis.

Goal 3.) Students will develop basic skills in analytical thinking, research methods, including computer technology, oral presentations and written communication in order to be prepared for employment and/or advanced study.

IV. Student Learning Outcomes:

Students will display familiarity with a general chronology of the period and geographic contexts covered in the course and a deeper understanding of specific topics, events and movements within the stated focus of the course. This outcome addresses Dept. Goal 1.

Students will be able to identify specific themes and issues common to human experience. This outcome addresses Dept. Goal 1.

Students will learn to use primary and secondary readings to evaluate the roles played by economy, politics and social forces in historical developments. This outcome addresses Dept. Goals 1 and 2.

Students will demonstrate an ability to conduct basic historical analysis of documents and media. This outcome addresses Dept. Goals 2 and 3.

Students will demonstrate basic skills in analytical thinking, research methods (including computer technology), oral presentations and written communication. This outcome addresses Dept. Goals 2 and 3.

V. Assessment:

Students' familiarity with general chronology and context will be assessed through their framing and execution of the course papers and the discussion performance.

Students' deeper understanding of a variety of specific topics, events and movements will be assessed through each of the short papers and the discussion performance; and progressively for some subset of the above, as framed by the students, in the final paper.

Students' ability to identify specific themes and issues common to human experience will be assessed through their performance of that task for diverse places and times in their papers and the discussion performance.

Students are required to use primary and secondary readings, to conduct basic historical analysis of documents, and to demonstrate basic skills in analytical thinking and research methods for all of their course work, written and oral.

For Students in the Education Program:

This course contributes to the following standards:

NCATE Standards

09/11/03

The Social Studies Program at Methodist College prepares Social Studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of culture and Cultural Diversity; the study of People, Places, and Environment; the study of Individual Development and Identity; the study of interactions among Individuals, Groups and Institutions; the study of Power, Authority and Governance; the study of how people organize for the Production, Distribution and Consumption of Goods and Services; the study of Science, Technology and Society; the study of Global Connections and Interdependence, and for the study of Civic Ideals and Practices.

The History component of this program prepares social studies teachers who possess the knowledge, capabilities and dispositions to organize and provide instruction at the appropriate school level for the study of History.

INTASC standards

09/11/03

Standard 1. Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Essay Tips:

A good historical essay makes a point and provokes thought rather than merely presenting information. In history, like life, facts become meaningful through interpretations, perspectives, and controversies. A good essay is interesting because it is possible to disagree (unlike an encyclopedia entry, for example). Its purpose is to convince someone else, by means of evidence and logical argument, that your interpretation of the issue at hand is a correct or useful one.

1. Introduction and thesis statement

The first paragraph introduces your topic and states your thesis. The ideal structure is like a funnel. Start by setting the scene in time and place and introducing a general topic area. Then focus on a specific question, issue, or problem about that topic. Mention what sort of evidence you'll be using to support your analysis. End up with a statement — your thesis — of the exact point, interpretation, or perspective you will be arguing in the paper. Your thesis statement should be a direct statement of the one thing you want every reader to learn from the paper.

Example (by Carl Dyke, 10/7/02):

Traditional family structures in China tended to reflect the general Confucian emphasis on harmony, order and hierarchy. Power and protection flowed downwards from men to women and elders to youngsters, while obedience and service flowed upwards. As a consequence, family elders could expect to receive the respect and support of the younger generations, an arrangement that assured harmony and order throughout the extended family. [<--topic] Because of the subordination of women to men, however, the burden of this harmony was disproportionately borne by women who were expected to devote their lives to the care and service of others. [<--issue] As shown by a young woman named Ming's "Recollections" [<--evidence] the Communist revolution only gradually opened up opportunities for women to pursue more individual goals, and even through the 1980s women continued to be subject to the needs and wills of elders, fathers, and husbands [<--thesis].

2. Body of the paper

"Everyone is entitled to their own opinion, but not to their own facts." Sen. Daniel Patrick Moynihan

The body of the paper should prove your point, so it should flow logically from the thesis paragraph. Present and analyze ('break down') evidence. Explain how it demonstrates and supports your thesis. Evidence may consist of quotations, paraphrases, statistics, examples from historical events, arts, or archaeology. 'Primary' sources (for example, quotations of Ming's own words) are the strongest, most convincing evidence because they come direct from the place and time in history you are studying. Every time you use any type of evidence, you must CITE your SOURCE, right there where you use it. You must also cite any 'secondary' source interpretation of historical events, such as a textbook or the editors of a document reader. There should be a source citation whenever you use someone else's words (direct quotes or paraphrase), information, or ideas.

Note: Beliefs and feelings are part of perspective and bias in historical sources. Because we too live in history, we must become aware of how our own beliefs and feelings create perspective and bias by shaping how we see the past. Good papers also assess the perspectives and biases of sources (like Ming). You can even make your sources' perspectives and biases your topic!

Note: Correct, clear writing affects your credibility and is thus a basic requirement.

3. Conclusion

Summarize your evidence briefly and nail down exactly how it shows that your thesis was correct or useful. Leave readers happy to have learned something from your fine research and reasoning.

Rubric Explanation: The purpose of writing in History is to develop and effectively communicate understanding of the past. For instruction and assessment in the History Department's writing-intensive courses this purpose can be broken down into six overlapping areas, in the following order of relative importance:

- 1.) **Content and concept.** Insightful understanding of the past is at the core of any good writing in History. Elements of good historical understanding include awareness of diverse perspectives and historical contexts and relation of specific facts and situations to bigger patterns, ideas and dynamics. Excellent historical writers also interpret reflectively, understand themselves to be situated within history and correct actively for their own resultant biases.
- 2.) **Analysis and argument.** A pile of raw facts is not history (the name for such writing is "chronicle"). While all historical writing contains historical facts, better historical writing interprets and makes a point (thesis) about them. The thesis should be interesting, clearly asserted, amply developed and persuasively supported with appropriate reasoning and evidence.
- 3.) **Organization.** Effective communication depends on organization. In good historical writing there is a clear, concise introduction that fully outlines the subsequent content. Each sentence and paragraph has a clear, focused purpose and coherent relation to the whole. An effective conclusion sums up the writing's logic and persuasive value.
- 4.) **Evidence.** In good historical writing accurate evidence directly and persuasively supports the argument. A broad spectrum of appropriate sources is visibly used; and/or a broad spectrum of interpretive strategies is used for each source. Sources are assessed for bias and placed in their larger historical context.
- 5.) **Source handling and citation.** All facts in history must be placed in an interpretive framework to become significant. Facts' meaning and value are dependent on the nature and quality of that framework. It follows that to assess the quality of historical writing it must always be possible to backtrack facts to their original source through each intervening interpretive step. Therefore, in good historical writing it is especially important that every point, statement of fact, paraphrase and quotation is reliably attributed and helpfully documented.
- 6.) **Writing.** All of the above are in principle more important in the assessment of historical writing than ordinary writing mechanics. However, the best ideas are of no value if they are not effectively communicated. Reliably clear and correct writing in the appropriate vocabulary is the means of effective communication in History.

HISTORY ESSAY RUBRIC

copy and attach to each essay submitted

1) Content and Concept	2) Argument/ Analysis	3) Organization	4) Evidence	5) Source Handling/Citation	6) Writing
5 – Shows insight, understanding, awareness of perspectives and historical contexts; develops reflective interpretation relating specific facts and situations to bigger patterns, ideas and dynamics.	5 – Contains an interesting central point, clearly asserted in the thesis, that is amply developed and persuasively supported with appropriate reasoning and evidence.	5 – Thesis and introduction are clear, concise and address the assignment. Each paragraph has a clear, focused purpose and coherent relation to the whole. Effective conclusion; logical and persuasive overall.	5 - Broad spectrum of appropriate sources visibly used. Accurate evidence directly and persuasively supports the argument. Sources are assessed for bias and placed in larger historical context.	5 – Every point and statement of fact is reliably attributed. Every fact, point, paraphrase and quotation derived from any other source is completely and helpfully documented.	5 – Reliably clear and correct. Reveals a mastery of appropriate vocabulary.
3 - Particular ideas or events are adequately described but poorly understood; OR broad perspective is attempted without adequate foundation in specifics.	3 – Formally adequate argument, but too much summary or assertion, too little supporting analysis or evidence to be fully persuasive.	3 – Structure is evident but inconsistent. A little difficult to follow; may be jumpy, clumpy, choppy, rambly.	3 – Contains relevant evidence but lacks breadth, context or persuasive focus.	3 – Citations are mostly complete, but some are sloppy. There is some confusion about the source of ideas or information.	3 - Writing is substantially technically correct. Occasional minor errors may be present, but prose is generally at college level.
1 – Simplistic; narrow; without context, perspective or interpretive depth.	1 - Lacks a clear point and coherent reasoning.	1 – Lacks logical structure and flow; random or disjointed; makes little sense.	1 - Lacks relevant evidence, reveals incomplete knowledge and contains inaccuracies.	1 – Elements of the paper meet the definition of plagiarism.	1 - Major pattern of errors or many sloppy errors.
Original					
Rewrite					