

HISTORY 1: WORLD CIVILIZATIONS 1500 TO THE 1860'S
PATHWAYS TO FREEDOM: STUDENTS AND FACULTY IN THE ARCHIVES
FALL 2012

SECTION 009 (TTH 9:30-10:45) SECTION 010 (TTH 12:00-1:15); and SECTION 011 (1:30-2:45)
ROOM: H511

Instructor:	Dr. Kimberly F. Jones	Office:	H836
Email:	Kimberly.Jones@liu.edu	Office Hours:	Tues. 3-5, Thurs. 3-4, and by appointment

COURSE CREDITS
THREE

PREREQUISITES
NONE

REQUIRED TEXTS

- *Connections: A World History, Combined Volume, Second Edition*, by Edward Judge and John W. Langdon. PRINT AND ELECTRONIC VERSIONS AVAILABLE.
- *A Student's Guide to History*, by Jules R. Benjamin.
- *Narrative of the Life of Frederick Douglass, An American Slave*, by Frederick Douglass & *Incidents in the Life of a Slave Girl*, by Harriet Jacobs. (Text to be used in English 16C and History 1).
- Photocopied and electronic handouts.

COURSE DESCRIPTION FROM THE BULLETIN

The History of Civilizations Since 1500 examines the evolution of civilization in Africa, the Americas, Asia, the Middle East and Europe until the voyages of discovery. Emphasis is placed on the growth of independent cultural traditions and diffusion of ideas, institutions and peoples.

COURSE DESCRIPTION

The traditional History 1 course examines world civilizations from the evolution of the first civilizations to the European voyages of exploration. However, this section of History 1 is very different from other sections taught at the University. Rather than our historical examination with ancient civilizations and ending with European voyages of exploration, we will start with the European voyages and conclude with the United States Civil War.

Our shift in focus results from the fact that you have chosen to enroll in a special section of History 1, which is a part of a learning community called Pathways to Freedom and a larger project sponsored by the Brooklyn Historical Society (BHS) called Students and Faculty in the Archives (SAFA). Thus, our course will place a great emphasis on working with primary sources and archival materials at the (BHS). This course as well as your archival research at the Brooklyn Historical Society will introduce you to the important skills of research and critical analysis. Because of the focus of our learning community, focus

our attention on the roles of North America, the United States and specifically, Brooklyn in world history whenever possible.

This fall you will be taking English 16C and Orientation Seminar as part of the Pathways to Freedom learning community. In the spring, the 60 students in the Pathways community will continue together and take History 2, Core Seminar, and COOP 1.

COURSE OBJECTIVES

Upon the completion of World Civilizations: Pathways to Freedom, each student will be able:

1. To demonstrate a knowledge of the significant events and ideas in the world from the 1500 to the 1860s;
2. To understand their contributions and their place in the world
3. To relate the themes studied to their personal development;
4. To distinguish between primary and secondary sources;
5. To read and analyze critically primary and secondary sources;
6. To utilize historical modes of thinking and historical analysis;
7. To complete written assignments utilizing historical modes of thinking and historical analysis;
8. To cite both primary and secondary sources in their written work;
9. To demonstrate archival research skills; *
10. To demonstrate source inquiry and analysis skills; *
11. To demonstrate digital technology creation skills.
 - *These objectives are specific to the SAFA project.*

COURSE PHILOSOPHY

A course in history at any level must go beyond the simple dissemination of information. In this course we will practice history rather than simply memorize historical facts that, in and of themselves, have little or no relevance to our lives. History itself is very relevant, but its relevance depends on our active engagement with the past. In this course you will be expected to understand the past and by understanding it, to make it your own. This cannot be accomplished by memorization alone. Rather, it requires your full involvement in the learning process, whereby you analyze historical data, look for patterns and relationships, ask probing questions and, in short, discover for yourself the meaning of the past. Such historical inquiry will serve you well in your quest to become an educated person. I hope you will also find it fun. To help you study more efficiently; I am including the following suggestions:

First, you must be prepared to open your mind to new ways of thinking. You must be ready to reconsider what you know about the world around you and about yourself. Be warned that this is not always easy to do. In fact, it can be quite painful. However, we all must make a necessary passage on the road to becoming more thoughtful and broadly educated individuals.

Second, you must read and think carefully about the assigned readings **before** each class meeting. Many of the assignments will require two or three readings before you have mastered them. It is absolutely vital that you set aside enough time to do this. Students who do not come to class prepared to discuss the readings will be in deep trouble.

Third, since our discussion will often touch on the present as well as the world of the past, you must make a serious effort to inform yourself about what is happening in today's world. A good way to begin

to do this is by reading a newspaper every day. I recommend the *New York Times*, but any paper is better than none at all.

How important are dates?

Some dates are very important and some are not. Important dates, like 1517 (the date usually accepted as the beginning of the Reformation) or December 7, 1941 (the bombing of Pearl Harbor) are important because they mark the precise boundaries of great historical movements. Your essays should show some sense of time and the movement of events through time.

Is History just a Matter of Memorization?

Absolutely **not!** Much has to be remembered, however, this is not the same thing as memorization. Understanding the material is much more important than trying to memorize it. If you understand the issues and problems of historical circumstances, you will find it much easier to remember specific people, places, and events. Memorization without prior understanding is tedious, difficult, and just not worth very much, since no real learning takes place and nothing of any real importance will be retained. If you ask yourself **why** an event happened, **why** a person acted in the way they did, **why** people lived differently in one place and time than did others, along with other similarly analytical questions, you will be going to the heart of historical understanding and will make remembering the material easier and more worthwhile.

ATTENDANCE

You are responsible for all material presented in class, including announcements about course procedures. Exams often include questions on material presented only in class, so performance on these indirectly reflects attendance. I expect you to attend every class and to arrive on time. If you miss a class, **you** are responsible for obtaining class notes **from another student.**

I will circulate an attendance sheet at the beginning of class; late arrivals can sign at the end of the class session. Students are allowed **three (3) absences** during the semester. **Each absence** after this allowance will result in a **5-point** reduction in your attendance and participation grade. **THERE ARE NO EXCUSED ABSENCES** so use your three absences wisely.

BROOKLYN HISTORICAL SOCIETY CLASS VISIT

As a part of the SAFA program, we have the unique opportunity to visit and work with materials in the archives of the Brooklyn Historical Society. All three sections of this History 1 course are scheduled to visit the BHS Archives on **TUESDAY, SEPTEMBER 25, 2012 DURING THE TIME CLASS MEETS.** I will meet the **9:30 and 12:00** classes in our classroom. We will be taking the subway, so make sure you have a Metrocard before class. You must be **ON TIME!** If you are **LATE**, we will leave without you. Unfortunately, I will not be able to accompany the **1:30** class to the BHS. However, I will provide you with directions. You also must be **ON TIME!** If you **DO NOT ATTEND** class on the day of the visit, you **WILL NOT** be able to make up any of the material. Therefore, you will receive a zero on your SAFA post-visit blog and your grade on your research paper will be adversely affected.

ELECTRONIC COURSE MANAGEMENT

BLACKBOARD will be used regularly for this course to post announcements, assignments, web links, my PowerPoint presentations, additional reading assignments, etc. **You must check Blackboard class daily.** All class correspondence will be through Blackboard and many resources will be posted there.

SAFA WEBSITE. The SAFA website will also be used to post various assignments in addition to your Pre and Post-BHS Visit Blogs.

ASSIGNMENTS	POINT VALUES
ATTENDANCE	50 points
PRIMARY SOURCE ANALYS PAPER	100 points
SECONDARY SOURCE ANALYSIS PAPER	100 points
BHS PRE-VISIT BLOG	100 points
BHS POST-VISIT BLOG	200 points
<i>DECLARATION OF INDEPENDENCE, U.S. CONSTITUON</i> PAPER	100 points
RESEARCH PAPER/PROJECT	<u>350 points</u>
TOTAL	1000 points

GRADING

A	940-1000
A-	900-939
B+	880-899
B	830-879
B-	800-829
C+	780-799
C	740-779
C-	700-739
D	600-699
F	Below 600
W	Student has officially withdrawn from the course
WF	Student has officially withdrawn with a failing grade
UW	Student did not officially withdraw but stopped attending class
I	Student did not complete the requirements of the course and must complete them before the end of the next semester, at which time, if the student does not do so, the grade will become an F. Please note that an Incomplete is reserved for students with good attendance records who have kept up with their work, but experience an emergency that prohibits completion of the coursework.

THE WRITING CENTER

Writing will be a significant part of this course. The Writing Center (718-488-1095; wcenter@liu.edu) offers free assistance with writing.

CLASSROOM ETIQUETTE

Students are expected to conduct themselves in accordance with normally accepted standards of academic life. This implies that they will conduct themselves with respect for the rights of others, and in particular, that their behavior will not interfere with the ability of the other members of the class to carry out their academic functions. This means that students **will not** conduct their own conversations while the professor is talking. If you do so, you will be asked to leave the room. This also means that **ALL CELL PHONES WILL BE TURNED OFF BEFORE ENTERING THE CLASSROOM AND TEXT MESSAGING IS STRICTLY FORBIDDEN**. Students caught texting and/or talking will be asked to leave the classroom. **If the behavior continues the student will be dropped from the course.** Once in the classroom, students **WILL NOT** leave and reenter the classroom unless it is an **ABSOLUTE EMERGENCY**, as this behavior is very disruptive to both the professor and the other members of the class. If you arrive to class late, enter the classroom through the **BACK DOOR**, not the front door, as this also is extremely disruptive. While you may have a cup of coffee or tea with a snack in class, **DO NOT** spread out and eat a complete meal while class is in session.

PLAGIARISM AND CHEATING

DON'T DO IT!

Cheating on plagiarism (**DEFINITION OF PLAGIARISM**: The use of ideas, words, or work that is not one's own and that is not common knowledge, without giving credit to the person who created those ideas, words or work.) of any kind are unacceptable, and if proven, are cause for the most severe penalties, up to and including suspension from the University. Any student discovered cheating in a classroom examination or on a written assignment, either by crib notes or by receiving or giving information to a fellow student, or by copying from any source without correct citation, or by any means not stipulated by the rules of examination, **WILL HAVE THEIR MATERIALS CONFISCATED AND WILL BE GIVEN A GRADE OF ZERO FOR THE EXAMINATION OR ASSIGNMENT.** The student(s) **WILL ALSO RECEIVE AN F FOR THE COURSE.**

STUDENT SUPPORT SERVICES

If you have a documented disability/impairment and require accommodations, please provide me with an **Accommodation Letter** from Student Support Services (SSS). The office is located on the ground floor of the Pharmacy Building, Room B-04, (718) 488-1044.

Hours of operation: Monday - Thursday 9-6, & Friday 9-5.

Email address: studentsupportservices@brooklyn.liu.edu.

COURSE SCHEDULE

PART ONE: THE ORIGINS OF GLOBAL INTERDEPENDENCE: EUROPE, THE AMERICAS, AND AFRICA

WEEK ONE

DATE: September 6
TOPIC: Introduction to the course

WEEK TWO

DATES: September 11 and 13
TOPICS: Working with Primary and Secondary Sources

- Sept. 11: *Colonial Americas Most Wanted: Runaway Slave Advertisements* (in-class, primary source exercise)
- Sept. 13 Germ Warfare on the Colonial Frontier: An article from the *Journal of American History* (in-class, secondary source exercise)

READ: Benjamin, "A Note to Students", Chapters 1-3
ASSIGNMENT: Runaway Slave Advertisements Analysis Paper **DUE: FRIDAY, SEPTEMBER, 14**

WEEK THREE:

DATES: September 18 and 20
TOPIC: Preparation for BHS Visit

- September 20: BHS Pre-Visit by Julie Golia and Robin Katz

READ: Franklin and Schweninger, "Runaway Slave Profile"
Benjamin, Chapters 4 and 5
ASSIGNMENT: Germ Warfare Paper **DUE: TUESDAY, SEPTEMBER 18**
BHS Pre-Visit Blog **DUE: FRIDAY, SEPTEMBER 20**

WEEK FOUR

DATES: September 25 and 27
TOPICS: **BHS VISIT: TUESDAY, SEPTEMBER 25, 2012**
European Voyages of Exploration

READ: Judge, Chapter 19, pages 419-427 (stop at "the Spanish and Portuguese Empires in America")

ASSIGNMENT: BHS Pre-Visit Blog **DUE: TUESDAY, SEPTEMBER 25**

WEEK FIVE

DATES: October 2 and 4
TOPICS: European Conquest and Colonization of the Americas
READ: Judge, Chapter 19, pages 427-439
VIEW: *Guns, Germs, and Steel*, Part 2 "Conquest"

WEEK SIX

DATES: October 9 and 11
TOPICS: European Colonization of the Americas, continued
Africa, the Atlantic Slave Trade and the Americas
READ: Judge, Chapter 23, pages 511-519
The Interesting Narrative of the Life of Olaudah Equiano (excerpt)
VIEW: *Africans in America: "The Terrible Transformation"* (Vol.1)
ASSIGNMENT: BHS Post-Visit Blog **DUE: THURSDAY, OCTOBER 11**

WEEK SEVEN

DATES: October 16 and 18
TOPICS: Africans in the Americas
READ: TBA

WEEK EIGHT

DATES: October 23 and 25
TOPIC: Africans in the Americas
READ: TBA

PART TWO: REVOLUTION AND NATION BUILDING IN THE UNITED STATES

WEEK NINE

DATES: October 30 and November 1
TOPICS: The Scientific Revolution and Enlightenment; The American Revolution
READ: Judge, pages 543-555 (the Scientific Revolution and Enlightenment); Chapter 26, pages 581-589 (American Revolution)
Enlightenment Reader
FINAL PAPER TOPIC DISTRIBUTED

WEEK TEN

DATES: November 6 and 8
TOPIC: The American Revolution: Was it "revolutionary?"
READ: Chapter 26 pages 581-589
Declaration of Independence and U. S. Constitution 1787
Benjamin, Chapters 6 and 7
Jacobs, *Incidents in the Life of a Slave Girl*, Beginning to page 201
VIEW: *Africans in America: "Revolution"* (Vol. 2)

WEEK ELEVEN

DATES: November 13 and 15
TOPIC: Nation Building in the United States: Conquest and Conflict
READ: Judge, Chapter 28, pages 655-682
Benjamin, Chapters 8 and 9
Jacobs, pages 202-289
VIEW: *The Trail of Tears: Cherokee Legacy*

WEEK TWELVE

DATES: November 20 **NO CLASS THURSDAY, NOVEMBER 22 (FALL RECESS)**
TOPIC: Nation Building in the United States: Compromise and Conflict
READ: Jacobs, pages 290-375
VIEW: *Africans in America: "Brotherly Love" (Vol. 3)*

WEEK THIRTEEN

DATES: November 27 and 29
TOPIC: Nation Building in the United States: Compromise and Conflict
READ: Judge, Chapter 28, pages 655-682
VIEW: *Slavery and the Making of America: Seeds of Destruction (Vol. 3)*
ASSIGNMENT: *Declaration of Independence and U.S. Constitution* paper **DUE: FRIDAY, NOVEMBER 29**

WEEK FOURTEEN

DATES: December 4 and 6
TOPIC: Nation-Building in the United States: Conflict—The Civil War
READ: Abraham Lincoln, various documents
The Emancipation Proclamation
African American Emancipation Songs

WEEK FIFTEEN

DATES: December 11 and 13
TOPIC: The Civil War, Conclusion.

FINALS WEEK

DATES: December 14-2
ASSIGNMENT: FINAL PAPER/PROJECT **DUE: THURSDAY, DECEMBER 16**