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ABSTRACT

Developed as a result of a 1984 summer institute sponsored by the Community College Humanities Association, this booklet offers guidance on the construction of a new, model introductory history course which would introduce students to the nature of historical studies. Following prefatory comments on the summer institute, a general overview, "Alternatives for the Introductory History Course," by David A. Berry and Steve Curry, discusses trends in general education, provides a rationale for the development of an alternative to the traditional western civilization course, and explains the design and objectives of an introductory course focusing on six to eight well-defined historical "moments." The bulk of the booklet consists of syllabi for the following courses: (1) "Foundations of Civilization I," by Bruce Griffith; (2) "Han China," by David A. Berry; (3) "Twelfth Century England," by Sandra Loman; (4) "U. S. History from the Colonial Period to the Civil War," by Karen Olson; (5) "Modernization and the Changing Nature of Community in Colonial America," by William A. O'Brien; and (6) "Industrial Revolution: Great Britain and the 1840's," by Robert C. Braddock. The syllabi include such items as course philosophy, the "moments" or course units, grading, descriptions of course units, readings, assignments and course schedules. (LAL)

THE INTRODUCTORY HISTORY COURSE: ALTERNATIVE DIRECTIONS

Editors: David A. Berry
Steve Curry

COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Cover drawing: Janet Taylor Pickett

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ALTERNATIVE DIRECTIONS

Editors: David A. Berry, Essex County College
Steve Curry, New York University

COMMUNITY COLLEGE HUMANITIES ASSOCIATION
c/o Community College of Philadelphia
1700 Spring Garden
Philadelphia, PA 19130

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PREFACE

This booklet is the result of a summer institute sponsored by the Community College Humanities Association and funded by the National Endowment for the Humanities. The institute was held in June, 1984 at the University of Colorado in Boulder. Forty historians from two- and four-year colleges attended. The activities of the institute focused on how to construct a new model introductory history course which would introduce students to the nature of historical studies. We realized from the beginning that this meant more than simply recasting the traditional survey courses in Western Civilization, World Civilization, and American History. A new approach was needed. Several alternatives had been discussed in the period before the institute and we believed that the approach which advocated the study of several distinct periods or topics in depth was the most promising. Admittedly the grand sweep of the "civ" course would be gone, but in its place would be put a concentration on the historical modes of inquiry and the diversity of the historical enterprise. This approach also fit well with current theories of general education, with their emphasis on modes of inquiry and way of knowing.

While at the institute, each of the participants worked through the process of preparing one historical moment for classroom presentation. We placed no restriction on the choice except that the moment be designed to be a part of an introductory course. The participants came from every sort of two- and four-year college. About 40% taught in community and junior colleges while the other 60% taught at four-year colleges. The problems confronted by faculty at both institutions are similar, and we believe this booklet will be of value to both groups. The moments prepared in Boulder reflect the wide and healthy variety of courses taught on the introductory level, and we believe even more should be done to encourage alternative approaches to introductory courses. All of the moments, however, have several common elements. Each is designed to synthesize traditional historical material and the results of recent research in the new social history. Each moment is designed to present a vision to the introductory student of what the study of history entails at this particular time, and how historians have enriched our understanding of the past by the variety of questions that they ask. In light of the success that several of the participants have had with the new course, we now feel justified by our choice of approach.

As in all large-scale enterprises there is a long list of people to thank. Nine prominent historians came to Boulder to present lectures which either served as models for the participants or dealt with special pedagogic issues. Their thoughtful lectures contributed greatly to the projects that were prepared by the participants. Theodore K. Rabb played a vital role in the preparation for the institute, and without his

assistance and support it would never have happened. Donald Schmeltekopf assisted in every stage from grant preparation to concluding lecture. L. Steven Zwerling did everything possible to support this endeavour. We especially want to thank Charles (Jack) Meyers and John Strausburger, program officers at the National Endowment for the Humanities, for their support and advice which was invaluable. Anne D. Rossweiler, Executive Director of C.C.H.A., and the staff of C.C.H.A., Joan Hylander and Betty Barnes, provided necessary and entnusiastic administrative support for this project. Finally, we thank the staff of the General Studies Program at N.Y.U., Joanne Rizzi and Irene Zabarkes, for the secretarial services that they have provided. Irene Zabarkes prepared the many drafts of this typescript.

The contributors to this booklet deserve special thanks. They have taken several ideas and transformed them into workable courses. They have taken time from their overloaded teaching schedules to prepare the material included here. In the end, this is their booklet.

Steve Curry
Washington Square

David Berry
Newark, N.J.

ALTERNATIVES FOR THE INTRODUCTORY HISTORY COURSE

For the past fifteen years there has been increasing discontent in the historical profession about the status of the introductory history courses and their role in the curriculum of colleges and universities. During this period several major criticisms of the foundation courses have been made in terms of their content and their educational value. In addition, student enrollment in the traditional survey courses has plummeted. While there are institutional and political reasons for this, we believe the nature of the courses as well as changes in the discipline have contributed significantly to the decline.

For many years the western civilization course formed the cornerstone of instruction in history. The traditional course was founded on the perceived unity of the western experience and as part of the general education movement following World War I. Post World War II experience has called into question the basic values upon which the course was based. The rise of politically independent non-western nations raised the question of the appropriateness of a narrowly conceived "western" course, while reactions to World War II undermined the notions of the moral superiority of the west on which the course was founded.

Since the mid 1960's, general education, and hence the history requirement, has fallen under the cloud of increasingly specialized programs designed to prepare students for jobs or careers. The guiding assumption of the post World War I movement for general education held that there was a body of knowledge all educated people should command. The "Contemporary Civilization" and "Humanities" courses at Columbia College and the proliferation of western civilization courses across the country following World War I reflected the concern for "covering" the broad spectrum of knowledge and providing the students with a general introduction to western history and cultural values. The so-called "knowledge" explosion of the 20th century, however, has reduced every discipline into an array of sub-specialties. This trend is especially observable in the study of history where whole new pursuits have been linked with the more traditional areas of the profession. In the process, the study of history on the introductory level has become unmanageable and the easy generalizations of most texts used in civilization courses now seem untenable.

The issue for historians and other educators is the place of the introductory history course in the college curriculum. In the not too distant past, many colleges required the western civilization course of all students, and the course was listed as a prerequisite for all advanced work in history. The course was required and the classrooms were full. The decline in college history enrollments over the last decade can be seen as part of the larger crumbling of general education. The corresponding examination of the purpose and efficacy of the introductory history course has raised major questions within

the historical profession. Gilbert Allardyce, for example, has skillfully demonstrated ho the consensus which made the introductory history course central to the college curriculum unraveled in the 1960's and led to the subsequent decline of enrollments and, in many instances, to the abandonment of history as a required component of the college curriculum.[1]

While the demise of general education requirements has contributed to a decline in enrollment in traditional western civilization courses, developments within the historical profession have also contributed to the decline. Historians have moved in several directions to broaden the scope of historical studies. New models of historical research have emerged in social, economic, political, and intellectual history. The Rankean history of politics and elites has been supplemented by new subject matter and new methodologies. While the nature of the historical enterprise has broadened, textbooks used in introductory courses rarely have been able to deal adequately with the new directions and methods. Moreover, as the field has become more complex, teachers of history have found that they now have more "material" to deal with and, consequently, find it difficult to provide adequate coverage, a coherent narrative, or a sense of what the study of history entails.

In the 1980's, however, many colleges and universities have moved once again in the direction of requiring a general education distribution or core requirements. But the introductory civilization courses as they are currently taught are rarely consistent with the new goals established by general education curricula. The new general education movement is a serious attempt to create a well-educated person who can comprehend the world he/she lives in and who can understand a variety of ways of knowing. History as a way of knowing is an essential part of this larger agenda. History instruction, therefore, must move from "coverage" to the development of analytic thought and historical methodology and understanding. A person can no longer be expected to be familiar with "all of history." It is reasonable, however, to suppose that an educated person can understand the nature of historical inquiry, the nature of historical sources, the techniques of historical analysis, and the need for historical perspective.

Many colleges have moved to restore a history requirement. In some cases the requirement is still the traditional western civilization course. Others now require either a world civilization course which is global in orientation or an American civilization course. Others require only that students take any history course as part of a general discipline oriented distribution requirement. Whatever the requirement, the practice of teaching survey type or coverage oriented introductory history courses at two and four-year colleges has

not changed. When we looked at sample syllabi, we found that coverage was still the major goal. The primary concern of western civilization courses for example is still to "introduce" students to most aspects of western history from the dawn of civilization to the Fifth Republic. The course is usually tied to one of the major textbooks on the market, and the focus is primarily political and intellectual development. In virtually every syllabus, 5000 years of human activity are squeezed into a twenty-eight week "learning experience." World Civilization syllabi and American Civilization syllabi also depend on the coverage model.

Many in the profession are troubled with this approach. The American Historical Association's teaching division has tried to make the profession aware of some of the problems connected with the introductory courses and with possible alternatives. The Annapolis Conference on the Introductory Course - sponsored by the American Historical Association in the fall of 1989 and directed by Warren Susman - was a serious effort in this direction. The conference brought together historians from every sort of institution of higher education. In the end they agreed that efforts must be made to close the gap between the state of historical scholarship and the typical survey course which introduces students to history. Warren Susman, when he reported on the conference, implored members of the historical profession to integrate effective scholarship and effective teaching, and to formulate a new consensus which will reestablish the introductory course as an appropriate foundation to historical studies.[2]

The suggestions made by Susman require that we incorporate recent scholarship into the structure and content of the introductory courses. In terms of content, historical studies have grown enormously in recent decades. In social history the profession has moved beyond examining social groups and social stratification to issues such as aging, gender, family, work, and the texture of everyday life. Cultural history has added several new sub-disciplines, including the examination of popular culture and mentalities to the more traditional concerns of intellectual history. Political history has added local studies and a variety of statistical methods to the traditional studies of political elites and high politics. Everywhere we look bold and innovative historians are breaking new ground and reworking traditional areas.

It is hard to imagine how all of these new concerns can be addressed in the typical introductory course. Just to add the new data with which historians work would require hundreds of additional pages of text. But even if the "factual" material were added, this would not make sense to students because the new material requires careful analysis and explication. Simply pouring more "data" into the traditional course based on the coverage model will not suffice. To do justice to the nature of historical studies requires a different kind of introductory course and a different structure. In short, the survey course should be abandoned. The course we advocate would introduce the nature of historical studies rather than trying to survey civilization from beginning to end.

The course that we believe should be taught as the first history course would focus on six to eight well-defined historical "moments." The word "moment" is used here in a flexible sense. It can mean focusing on something as short-lived as the Gilded Age, or as protracted as 17th century England, or as enduring as feudal Europe. The point, however, is that a "moment" be defined as a manageable historical unit that can be explored in some depth in about a four-week instructional period within a standard semester. The historical "moments" studied within this course would be looked at from a variety of points of view. Students would consider within each unit the important political, economic, and social structures of the historical "moment" as well as the relationship between these structures and intellectual developments. Within these topics students can explore elements of stability and agents of change. Over a year-long course students would come into contact with several distinct societies and cultures. In the process they would learn methods of historical analysis and understanding that could then be applied to any historical period and any society.

A course designed this way will have several features that allow for flexibility within a variety of institutional settings. First of all it makes no difference whether a college chooses to require a western history course, a world history course, or an American history course. The issue from our point of view is that students are learning how to study history. A second element of flexibility is that each instructor can choose which "moments" are most appropriate for inclusion in the particular course. Thus, instruction can be tailored both to the teacher's strength of preparation in various fields and to the special interests of various student bodies. Another kind of flexibility involves the inclusion of non-western areas within the course. Many of the courses will have a substantial western orientation; typical units are likely to include Ancient Athens, Imperial Rome, Renaissance Florence, 17th Century England, 18th Century France, Revolutionary Europe, and Victorian England. But in spite of the western orientation it would not be hard to include such global topics as a "moment" on Han China, or the Rise of Islam, or Imperialism and the Emergence of Non-Western States. In an American history course similar "moments" of more global concern can be used such as the Age of Democratic Revolutions or the formation of the Atlantic Community in the 20th Century. Ultimately the selection process is open to the initiative of each instructor or institution, but regardless of which moments are selected, the general education goals can be met and students can gain a substantial introduction to historical studies.

With this approach the following learning goals can be met:

1. The course will provide an introduction to the nature of historical studies;

2. The course will provide an understanding of a few units or "moments" of the western/world/American experience which will serve as models of how historians explore the past and of the types of understanding that can be gained through the study of history;

3. The course will provide enough concentrated historical material on a few well-defined historical periods so that students can begin to do interpretive and synthetic historical thinking;

4. The course will provide an understanding of the historical contexts and meanings of great "texts" of different civilizations; and,

5. The course will provide an appropriate historical component which can serve as part of an overall general education curriculum.

The organization of such a course need not be complex. A typical first semester course in western civilization could include four-week "moments" on Periclean Athens, Augustan Rome, Feudal Europe, and the Reformation in Geneva. In each case, the largest number of classes would be devoted to studies of carefully chosen and specific aspects of each of the "moments." Historical problems can be explored in depth and a coherent narrative provided within each "moment." Students can explore major social topics, such as the role of women in ancient Athens, the experience of childhood in a noble household, or the nature and extent of slavery. Major intellectual and cultural topics can be examined, and there is time to explicate significant primary texts. The ideology of the Roman state can be examined, and the question of ideology, the interaction of ideas with politics and society, can be developed for feudal Europe and for Reformation Geneva. The nature and role of religion can be pursued in all four "moments." In the end the student is provided with a coherent and substantial introduction to historical study and the discipline of history. To facilitate the transition from one "moment" to another, the instructor can provide "bridges" to issues that will be raised again in the study of other "moments" and introduce concepts and traditions that will shape the next "moment." The bridge lecture is not designed to fill in the entire gaps between "moments," but rather to provide linking information so that students can make the necessary transition to a new "moment" more smoothly.

The actual construction of a "moment" in an introductory history course involves a complex set of principles of selection and organization. These center around the demands of the discipline and sound principles of scholarship -- to maintain the integrity of the field -- and the demands of the classroom, questions of time, student level, curriculum requirements, and departmental standards. Many instructors have proceeded by

designing a moment, which can be fitted to an existing introductory "survey" course. Following a successful first run of the experimental "moment," they then proceed to prepare second and third "moments" so that the course begins to resemble the model we have presented.

First, the "moment" must be defined in time and space. The question of definition often is made in conjunction with a consideration of the secondary and primary texts to be used. In each case the "moment" must be in an area which has a well-developed literature which is accessible to students. When these decisions have been made the "moment" can be organized. Often it is the definition of the "moment" which will determine the most suitable form of organization. In general, "moments" are organized vertically or horizontally. A vertically structured "moment" begins with a narrative. L. Stone defines narrative as "a chronologically sequential order, and the focusing of the content into a single coherent story, albeit with subplots."[3] Indeed, there are a number of pedagogical reasons for beginning with a story, especially because narrative is often the most accessible of the historian's approaches to the past. The story can then be followed with focused analysis of particular issues in social and economic history, politics, and cultural history. With each successive class period, the student's knowledge of the material deepens; names, terms, concepts, dates, and ideas resonate from class to class, week to week so that the student can "master" the content, understand the historical "moment," as well as the methodologies which inform that understanding. A second, horizontal approach to the organization of a "moment" attempts to "layer" the material. This approach begins with, for example, the demography of the "moment," and then proceeds to an examination of the society, the politics, the religion or intellectual history of the unit. Each builds on the previous layer of material.

The use of primary source material is essential. Instructors must, above all, counter the ahistorical bias of modern American culture, and, we fear, the vocational and professional emphasis which characterizes undergraduate education. Primary texts allow instructors to demonstrate how ideas, events and language are understood in their historical setting. Raw statistical data can be used to show how the historian arrives at quantitative conclusions. Sample letters, diaries, wills, memoires, public records, official documents can all be used to illuminate the significance of events or the force of particular ideas and attitudes. Materials from the visual arts, paintings, sculpture, and architecture, are particularly useful. Three or four well-selected slides can help students visualize important points.

The course we propose is not a course which is the history of world civilization, or western civilization, or American civilization. We propose a course which is self-consciously selective. In such an enterprise the historian is particularly aware of what is being left out -- the gain must be measured against the loss. Philip Curtin expressed this problem well:

> A historian's implied omniscience was one of the less admirable aspects of an older tradition of historical writing. An unstated assumption that went with writing within a time-space unit like England to the Norman Conquest was that the author would tell about all the important events that fell within that framework. That was never possible, but for a comparative study like this one it is not even attempted. At best, this study [on cross-cultural trade] presents one of several different ways of looking at human experience, to be supplemented by others that abstract some other element from the total pattern of our known past.[4]

The advantages of the "moment" approach are numerous. The "moment" approach allows the instructor to incorporate recent scholarship into the introductory history course. The instructor can thus exemplify the discipline of history and the nature of the historian's craft. Also, faculty who use this approach are likely to bring to their introductory classes a new sense of enthusiasm. The advantages for students are even more varied. They learn to master substantial "blocks" of subject matter, and, what is especially important, the content combines a coherent narrative with the depth of historical analysis. Students learn the skills of historical inquiry, the nature of evidence, the problems of explanation, and the rewards of historical understanding. Because each "moment" is studied in depth, students can confront both primary and secondary sources, they can learn to perform close textual analysis, and they can do substantial writing on historical issues. With this approach students are introduced to history as it is widely understood today, and from such a course, they can go on to apply the principles of historical method and understanding in other areas of their education.

NOTES

[1]Gilbert Allardyce, "The Rise and Fall of the Western Civilization Course," American Historical Review, 87, June 1982, pp. 695-725.

[2]Warren Susman, "Annapolis Conference on the Introductory Course," Perspectives, American Historical Association, November 1, 1982, p.22.

[3]Lawrence Stone, "The Revival of Narrative: Reflections on a New Old History," Past and Present, November, 1979, p. 3.

[4]Philip D. Curtin, Cross Cultural Trade in World History, New York:Cambridge University Press, 1984, pp. 253-254.

MOMENTS AND SYLLABI

FOUNDATIONS OF CIVILIZATION I
The Ancient World

Bruce Griffith
Catawba College

GENERAL SYLLABUS

I. General Philosphy

Educare, which includes Foundations of Civilziation (including the master learner sections) and composition, is designed to help "lead you out" of your high school experience into college. College--and especially a liberal arts education--demands much of you, and we believe that you have the right to have those expectations clearly defined and to have assistance in learning how to meet them. Our success depends partly on our abilities and dedication as teachers, and we believe that we have those abilities and that dedication. Your ability and dedication are even more critical. This program will work if you want to learn and if you turn that desire into action every day. A sustained quality effort will assure you of achieving what you are capable of, and if you give that effort, you and everyone involved in the program will benefit. We are in a situation in which the good of the individual and the good of the community cannot be separated.

We are beginning with the study of ancient civilization because it is an important part of liberal education and because it demands that we employ a range of abilities and strategies which are important in both education and life. In a real sense what we study is far less important than how we study, though both are important. For that reason every requirement in this program is important and, insofar as possible, your grade will reflect your learning process rather than the number of facts you can remember on exam day.

II. The "Moments" - Units

In our study of ancient civilization we will not try to "cover" the story of all of the centuries from 3000 B.C. in all of the world's civilizations. To do so would leave us with a blur of names and dates. The study of civilization is valuable because it is the study of men and their achievements, and to understand this requires some study in depth. We will accomplish this by focusing on a limited period in the history of a civilization and by reading documents written by those who lived at that time. To provide an overall theme uniting these "moments," we have chosen "challenge and response." The periods we will study saw a civilization face some sort of challenge, just as you now face the challenge of college. They responded, as you will, in a manner which was rooted in their past and, at the same time, helped to shape their future. By studying this problem, then we can begin to understand the character of the civilization and what eventually happened to it. In a real sense we can also learn about ourselves, for the

challenges facing ancient men and women were not, in many basic ways, different from those we face.

The moments we will examine this semester begin with the first civilizations of Mesopotamia and Egypt, and especially with the first great challenge faced by the great civilization of Egypt. Our second unit deals with a smaller and less powerful people, the Hebrews, at the moment when their hopes for independence were brutally crushed and their prophets called upon them to look to God rather than to man for salvation. The third moment focuses on the Buddha, the most important ancient Asian religious teacher, and on his efforts to transform the values of Indian civilization in the 6th century B.C. Our final unit deals with the Greeks, another small and relatively poor people who, like the Hebrews, had an enormous impact on history. We will later return to the Greeks, but in this unit we will see them meeting the challenge of shaping their civilization and its values after a long "Dark Age" which nearly saw civilization disappear in Greece.

The schedule for these units is as follows:

Unit I	The First Civilizations
Unit II	The Hebrew Prophets
Unit III	India and Buddhism
Unit IV	Archaic Greece

The specific assignments for each unit will be found in a unit syllabus at the beginning of the packet of materials for that unit. These materials are your text. The cost for all materials is $15.00, which is payable immediately. Each unit will be available at least a week before the first assignment in it is due.

III. Grading

During the first semester our priority is on involvement and the grading system reflects this. A major part of your grade will be based on attendance and completion of assignments, and the portion of your grade which is based on the quality of work will also reflect your participation. The final grade will be based upon the following:

A. Advisor or "Master Learner" grades - 25% (see individual advisor syllabus for basis).
B. Quizzes - 25 %. These will be unannounced and will occur approximately once each week. Missed quizzes cannot be made up, but the lowest grade will be dropped.
C. Collaborative Group Work - 15%. Your grade will reflect the quality of the work done in class by the group of which you are a member, so active involvement by all will help each individual's grade.
D. Exams - 20%. There will be three exams (or major quizzes), each of which will follow a unit.
E. Final Examination - 15%. The final examination will include an examination on Unit IV and several review questions. For both the final and the hour exams study aids will be provided.

UNIT 1
Mesopotamia and Egypt - Syllabus

Unit I focuses on a very large "moment." The period on which we will focus covers several thousand years and includes the birth and early development of two of the "primary" civilizations -- Mesopotamia and Egypt. The unit, however, focuses in more detail on one period within this moment -- the period in Egyptian history which is known as the Middle Kingdom. This period saw the restoration of political unity in Egypt after the decline of the brilliant Old Kingdom and the disunity of the First Intermediate Period. It is a good example of our overall theme of challenge and response, and the assigned readings provide much evidence on how Egyptians responded to this period of crisis.

The readings in this unit are of two types. The introduction contains material which is typical of textbooks in history or civilization. The assignments in this section are intended to provide you with background information and concepts which will help you understand the nature of early civilizations and, in particular, the civilizations of Mesopotamia and Egypt. In reading these selections you should also be sharpening the skills and abilities needed in mastering college-level textbooks. Through the techniques presented in the master learner sessions you will improve your ability to understand, organize, and remember important information. Please be sure to complete the assignments on schedule, since both the Civilization class and the master learner sessions are based on the assumption that you have done so.

The second type of reading in this unit consists of primary sources -- documents written by people who lived during the time we are studying. Each of these documents can be used for various purposes -- as pure literature, as evidence about the period, as evidence about the writer, etc. For each assignment you will be given a guide to help you determine what you should be looking for. In class activities will often focus on helping you see what a historian or a scholar in another field would look for and find, so it is essential that you not only complete the assignments but have the readings with you in class.

During this unit you will be graded on several specific bases. Most important will be effort, which will be measured largely by your attendance and completion of assigned work in both the Foundations class and the master learner sections. In addition there will be several quizzes which may come at the beginning of class (on the assigned reading), after the lecture (on the lecture), or after the group activities (on the task assigned to the group). These are as much to help you measure your own progress as to punish or reward your work in the class, so please keep a file of returned quizzes for your use.

The unit will end with a major quiz. The quiz will be an essay quiz and will include identifications and a question requiring that you explain and provide evidence for a generalization about the Egyptians and/or Mesopotamians. More

precise information on the questions and strategies for preparing and answering them will be provided in class and in the master learner sessions. If you involve yourself in the full sequence of activities scheduled in the program you will be fully prepared and, though you may not reach the level of excellence which is represented by an A, you should do well.

Unit I
Mesopotamia and Egypt

Readings*

Introduction: The First Civilizations
Introduction to Mesopotamian Civilization
Introduction to Egyptian Civilization
The Code of Hammurabi
The Gilgamesh Epic
Pepi I Pyramid Texts
Monumental Inscriptions from the Private Tombs from the First Intermediate Period
The Satire of the Trades
The Prophecies of Neferti
Three Harpers' Songs
Stela of Intef Son of Sent
The Instruction of Amenemhet I for his son Sesostris I
The Story of Sinuhe
The Hymn to Hapy

*All of the readings are presented as part of a xeroxed package. The essays on "The First Civilization," Mesopotamia, and Egypt were prepared by the faculty of Catawba College especially for this course.

Assignments

Class 1: Read general syllabus and syllabus for Unit 1.
Class 2: Read Introduction, "The First Civilizations."
Class 3: Read "Mesopotamian Civilization", and "The Code of Hammurabi". The Code will be the basis of in-class work, so read it for general information rather than for detail.
Class 4: Read selections from The Gilgamesh Epic .
Class 5: Read text material on "Old Kingdom Egypt" and "Pepi I Pyramid Texts" and "Hymn to Hapy."
Class 6: Read text material on "First Intermediate Period and Middle Kingdom and "Monumental Inscriptions from the First Intermediate Period" and "Prophecies of Neferti."
Class 7: Read "Stela of Intef," "Instruction of Amenemhet I," "Building Inscription of Sesostris I," "Satire of the Trades" and "Three Harpers' Songs."
Class 8: Read text material on "The New Kingdom" and "The Story of Sinuhe."
Class 9: Review: Major Quiz (identifications and illustration of a generalization.

Unit II
The Hebrew Prophets

Introduction to Unit II
Introduction to the Old Testament
The Covenant
- Genesis 12:1-3
- Genesis 17:1-27
- Genesis 22:1-19
- Exodus 5:22-6:13
- Exodus 6:28-7:2
- Exodus 19:1-24:8

The Historical Books
- I Chronicles 17:1-18:17
- I Kings 22:1-40
- II Chronicles 26-36

The Prophets
- Selections from the Book of Jeremiah
- The Book of Amos
- The Book of Hosea
- The Book of Micah
- Selections from the Book of Ezekiel
- Selections from the Book of Deuteronomy and Isaiah

Unit II Syllabus

Below are listed the reading assugnments for Unit II. Please note that the course requirements, listed in your General Syllabus, still pertain to this unit.

For class 10: Read "Introduction for Unit II," "Introduction to the Old Testament," "The Historical Books," and I Chronicles 17:1-18:17
For class 11: Read "The Covenant," Genesis 12:1-3; 17:1-7;22:1-19; Exodus 5:22-6:13; 6:28-7:2; 19:1-24:8.
For class 12: Read I Kings 22:1-40; II Chronicles 22-36 ; "Selections from the Book of Jeremiah."
For class 13: Read "The Book of Amos," "The Book of Hosea."
For class 14: Read the "The Book of Micah," "Selections from the Book of Ezekiel," "Selections from the Book of Deutero-Isaiah."
For class 15: Review: Major Quiz (comparisons and application of a generalization).

Foundations of Civilization
Unit III Syllabus
Hinduism and Buddhism

This unit will transport us to a different part of the world and to a civilization more alien to us than any other we will deal with. Our purpose will be to explore that civilization through its religious literature, for nearly all of the written evidence we have for early India is religious in purpose.

The challenge and response we will explore is complex. On the one hand we will focus on the work of two religious reformers, Gautama Siddartha (called by his disciples the "Buddha," or Enlightened One) and Mahavira or Vardhamana. Both of these men challenged traditional Indian religious beliefs and practices and founded what eventually became the new religions of Buddhism and Jainism. In the centuries which followed, however, the traditional Indian religion responded to this challenge by reforming and sharpening its own beliefs and, in the form of classic Hinduism, was able to maintain its dominant role in India.

Readings

Foundations of Indian Civilization
Vedic Hymns
    Introduction
    Book I - Hymn 86: "To the Maruts"
    Book VII - Hymn 56: "To the Maruts"
    Book VII - Hymn 59: "To the Maruts and Rudra
    Book 11 - Hymn 33: "To Rudra"
Upanishads
    Introduction
    Mundaka Upanishad
    Kena Upanishad
Isa Upanishad
Buddhist Literature
    The Teachings of the Compassionate Buddha, Burtt
        Introduction
        Some Basic Doctrines of the Buddha
    The Semon at Benares
    Questions Not Tending to Edification
    How Buddha Met A Schism Among His Disciples
    The Parable of the Mustard Seed
    Universal Love and Good Will
    Buddhist Parables
        The Birds
        Blind Men and Elephant
        The Sower
        The Buddha and The Sick Man
        The Snake
        The Beginningless Round of Existences
    Concerning the Application of Mindfulness
    The Layman's Social Ethics
    Buddha's Farewell Address

Bhagavad-Gita (selections)
    Translators' Preface
    Introduction: Gita and Mahabharata
    The Sorrow or Arjuna
    The Yoga of Knowledge
    Karma Yoga
    Renunciation Through Knowledge
    The Yoga of Renunciation
    Knowledge and Experience
    The Way to Eternal Brahman
    The Vision of the Divine
    The Yoga of Devotion

Schedule:

Class 16 Introduction to Indian civilization. Read essay on "Foundations of Indian Civilization" and the three "Hymns from the Rig Veda."

Class 17 The development of traditional Indian religious beliefs. Read Brahamanas (The Legend of the Flood), Upanshads (Mudaka, Kena and Isha) and Burtt's introduction to The Teachings of the Compassionate Buddha.

Class 18 The Indian outlook -- the Bhagavad Gita. Read preface, introduction, and pages 20-40.

Class 19 The Bhagavad Gita. Read remainder.

Class 20 Buddhist thought. Review Burtt's general introduction and read the introduction to the early scriptures of Buddhism, "The Sermon at Benares" and "Questions Not Tending to Edification."

Class 21 Buddhism, Jainism and the Hindu response. Read remaining Buddhist scriptures.

Class 22 Quiz on Unit III, Introduction to Greek civilization.

Quiz: The quiz will require an essay defining one of two key terms in understanding Hinduism and Buddhism. In any field there are terms which represent key concepts which must be understood to understand that field. These terms are often difficult to define simply and may be defined operationally (how the thing is measured) by analogy (what it is like), by effect (what it produces), or by negation (what it is not). Sometimes a clear definition may require several or all of these. The Indian tradition is very different from ours, and its key concepts thus present a real challenge in definition. In your reading, however, they are defined in context. This quiz will require you to explain one of them as a test of your understanding. The terms on which you will be tested are: Karma, Atman, Brahman, Yoga, Eight-fold noble path, Nirvana, Ahimsa, Samsara, and Moksha. The quiz will take about 30 minutes and should produce an extended definition in the form of a short essay.

Unit IV

Greece in the Age of Revolution
Table of Contents

Unit IV Syllabus
Greece in the Archaic Age

For:	Pages	
Class 23	1-33	Introduction and Homeric Hymns. Identify the main forces and characteristics in Greek history. Note both the style and outlook of the Homeric Hymns.
Class 23	34-61	Homer and The Iliad. Read as literature. Be attentive to characters, plot, style, etc.
Class 24	61-96	Homer and The Iliad, cont.
Class 25	97-119	Hesiod. This work should be read primarily as evidence on the life and outlook of the ordinary Greek peasant farmer.
Class 26	120-127	Poets (Tyrtaeus, Callinus, Archilochos, Alkman, Minermus, Semonides). Read both as literature and as documents revealing the character and outlook of the author and his or her age.
Class 27	127-137	Poets (Alcaeus, Sappho, Solon, Theognis, Xenophanes, Empedocles). Same as previous assignment for purpose.

Exam - will be included on the final. See instructions which will be distributed by advisors.

Chinese Civilization - The Han Empire

David A. Berry
Essex County College
Newark, NJ 07102

Week I

Student readings:

A. Esler, The Human Venture: The Great Enterprise, A World History to 1500, Chapter 5 & 13.

A. Waley, trans. The Analects of Confucius. New York: Vintage, 1967. Selections on governance and political theory.

Han Fei Tzu, Basic Writings. Trans. by Burton Watson. New York: Columbia University Press, 1964. Selections.

M. Loewe, Everyday Life in Early Imperial China. New York: Harper & Row, 1968. Chapter 2 - "The emperor and his government," and Chapter 3 - "The officials."

Class 1 Introductory lecture - an introduction to Chinese history and Chinese thought. The central topics which need to be treated in order to set the context for an understanding of Chinese civilization and the Han Empire include the nature and origins of the Chinese writing system, society under the Shang and Chou (hereditary aristocrats and peasants/slaves), the Mandate of Heaven theory, the clan, the "feudal system," and the development of institutionalized religion and the ancestral cult.

Class 2 Lecture and discussion: the political history of the Ch'in and the Han Empires -- the foundation of imperial sovereignty.

Introduction of the major theme of the "moment": "The formative period of imperial authority was that of the Han dynasty, for it was then that a compromise was reached between the requirements of imperial government and the appeal of ethical humanism," M. Loewe, Imperial China (New York: Praeger, 1965), p. 81.

Writing assignment: Imagine you are a Confucian scholar living in the first century B.C. in Han China. Explain the Confucian political ideas to the Han Emperor. Include a description of Han Fei Tzu's ideas and compare and evaluate them with your own.

First draft: Due at the end of Week II - may be handwritten, four pages.

Final draft: due at the end of Week III - typed, four pages.

Week II

Student Readings:
M. Loewe, Everyday Life in Early Imperial China,
Chapter 4 - "Social distinctions and occupations."
Chapter 5 - "The force of government."
Chapter 6 - "The army."

Class 1 Lecture and discussion: the social structure and bureaucracy in Han China. Collaborative groups.

Class 2 Lecture and discussion: urban and rural life in Han China.

Week III

Student readings:
M. Loewe, Everyday Life in Early Imperial China.
Chapter 8 - "Literature and the intellect," and
Chapter 9 - "Religion and the occult powers."
A. Waley, trans. The Analects of Confucius. Sayings on social roles, education, chun-tzu.
Anthology of Chinese Literature. New York: Grove Press, 1965. Selections.

Class 1 Lecture and discussion: religion, philosophy and culture in Han China. Collaborative groups.

Class 2 Discussion: the victory of Confucianism.

Bibliography for Faculty Teaching - Han China

Anthology of Chinese Literature. Compiled and edited by Cyril Birch. New York: Grove Press, Inc., 1965.
Bielenstein, H. The Bureaucracy of Han Times. Cambridge: Cambridge University Press, 1980.
Blunden, C. and Mark Elvin. Cultural Atlas of China. New York: Facts on File, 1983.
Chang, K. Shang Civilization. New Haven: Yale University Press, 1980.
Chu, T. Han Social Structure. Tokyo: University of Tokyo Press, 1972.
Creel, H.G. Chinese Thought from Confucius to Mao Tse-Tung. Chicago: University of Chicago Press, 1953.
Eberhard, Wolfram. A History of China. Berkeley: University of California Press, 1969.
Fairbank, John K., ed. Chinese Thought & Institutions. Chicago: University of Chicago Press, 1957.
Fairbank, J.K., E.D. Reischauer, and E.M. Craig. East Asia: The Great Tradition. Boston: Houghton Miflin, 1960.
Fingarette, H. Confucius--The Secular as Sacred. New York: Harper & Row, 1972.
Gernet, Jacques. A History of Chinese Civilization. Trans. by J.R. Foster. New York: Cambridge University Press, 1982.

Goodrich, L. Carrington. A Short History of the Chinese People. New York: Harper & Row, 1963.
Grousset, Rene. The Rise and Splendour of the Chinese Empire. Berkeley: University of California Press, 1964.
Han Fei Tzu. Basic Writings. Trans. by Burton Watson. New York: Columbia University Press, 1964.
Hookham, Hilda. A Short History of China. New York: New American Library, 1972.
Hsu, Cho-yun. Han Agriculture: The Formation of Early Chinese Agrarian Economy. Seattle: University of Washington Press, 1980.
Loewe, M. Crisis and Conflict in Han China. London: Allen and Unwin, 1974.
Loewe, M. Imperial China. New York: McGraw Hill, 1966.
Metropolitan Museum of Art. Treasures of the Bronze Age of China. New York: Metropolitan Museum of Art, 1980.
Pan, K. Courtier and Commoner in Ancient China: Selections from the History of the Former Han, trans. B. Watson. New York: Columbia University Press, 1974.
Pan, K. History of the Former Han Dynasty, vol. 1, trans. H.H. Dubs. Baltimore: Waverly Press, 1938.
Pirazzolli-t'Serstevens, Michele. The Han Dynasty. New York: Rizzoli, 1982.
Schirokauer, C. A Brief History of Chinese and Japanese Civilizations. New York: Harcourt Brace Jovanovich, 1978.
Smith, D.H. Confucius. New York: Scribner, 1973.
Stover, Leon E. China: An Antropological Perspective. Pacific Palisades, California: Goodyear Pub. Co., 1976.
Watson, B. Early Chinese Literature. New York: Columbia University Press, 1962.
Watson, B. Ssu-ma Ch'ien: Grand Historian of China. New York: Columbia University Press, 1968.
Watson, William. Early Civilization in China. New York: McGraw Hill, 1966.
Willier, R. "Confucian Ideal of Womanhood," Journal of the China Society, 13 (1976).
Wittfogel, K.A. Agriculture: A Key to the Understanding of Chinese Society Past and Present. Canberra: Australian National University Press, 1970.
Wright, Arthur F., ed. Studies in Chinese Thought. Chicago: The University of Chicago Press, 1953.
Yang, L. "Female Rulers in Imperial China," Harvard Journal of Asiatic Studies, 23 (1960-9161), 47-61.
Yu, Ying-shih. Trade and Expansion in Han China: A Study in the Structure of Sino-Barbarian Economic Relations. Berkeley: University of California Press, 1967.

General Information

In this course we will study four major historical periods in depth. The four periods are: the ancient Greeks (especially fifth century Athens), classical China (the Han Dynasty), traditional West Africa, and early modern Europe (to the 17th century). We will devote approximately four weeks to the social, economic, political and intellectual aspects of each historical period.

This course is part of the general education curriculum which is designed to educate a knowledgeable and thoughtful person who can comprehend the world he/she lives in. Knowledge of history is important because the world we live in is the result of historical development.

We know that a student can no longer be expected to be familiar with "all" of "history." That is why we have selected four major "moments" for study. These "moments" will be placed into the broad sweep of human history with "bridge" lectures. As we study these "moments," we will emphasize analytic thought and historical understanding. We are going to build on current trends of historical scholarship which stress interpretation and synthesis.

Student learning goals are as follows:

1. To gain an introduction to the nature of historical studies, including the use of evidence, the problems of periodization, causation, explanation, and the use and abuse of value judgments.
2. To understand four "moments" or periods in world history.
3. To become familiar with the types of understanding that can be gained through the study of history.
4. To learn enough historical material about well-defined historical periods so that interpretive and synthetic historical thinking can be performed.
5. To understand historical context so that important texts of world civilization can be read in their historical significance.
6. To become familiar with the historical component of the general education curriculum.

Students are asked to come to class prepared to discuss the assigned reading so that our sessions can be a mixture of formal lectures and active participation by the class.

Attendance: Attendance is required. Each student is allowed four unexcused absences; more than four absences will affect the student's grade. If you expect to miss a particular class, please let me know beforehand.

Required Texts: All texts should be purchased at the beginning of the course. They are all paperback and are available at the Essex County College Bookstore.

A. Esler, The Human Venture: The Great Enterprise, A World History to 1500 (Englewood Cliffs, NJ: Prentice Hall, 1986).
M. I. Finley, The Ancient Greeks (New York: Penguin, 1963).
Plato, "The Apology" (New York: Penguin, 1961).
A. Waley, ed., The Analects of Confucius (New York: Vintage, 1950).
N. Machiavelli, The Prince (New York: Norton Critical Edition, 1977).
E. Rice, The Foundations of Early Modern Europe, 1460-1559 (New York: Norton, 1970).
C. Achebe, Things Fall Apart (New York: Fawcett, 1967).

Additional readings will be xeroxed and handed out in class or placed on reserve in the library.

Journal: Each student is required to keep a journal in which four, full pages are to be written for each week in the course. The content of the writing should be (but does not have to be) focused on the reading for the course, or on a lecture or discussion subject, or on topics in history generally. Records will be maintained to insure that the journal writing assignment is completed. The content of the journal will not be graded. The journal constitutes 5% of your final grade.

Papers: Each student will write three analytical and/or comparative reaction papers to the primary texts assigned. Each paper will be four pages in length and typed (double-spaced). Standard footnote form must be used. Paper topics will be assigned. Late papers will be penalized one full grade. Each paper will constitute 15% of the final grade. Papers may be rewritten if a student wishes to improve his or her grade, or to bring the paper up to an acceptable level, if deemed necessary.

Examinations: There will be a mid-term and a final examination. They will be essay type examinations. Each will constitute 20% of the final grade. In addition, there will be scheduled and unscheduled quizzes based upon the readings assigned for the week. Missed quizzes cannot be made up.

Grades: The final grade for the course will be determined as follows:

Papers - three papers valued at 15% each	=	45%
Journal and quizzes -	=	15%
Examinations - two valued at 20% each	=	40%

ESSEX COUNTY COLLEGE
HST 101 - World Civilization

D. Berry

Week

1 Introduction to the study of history, early civilizations.
Reading assignment: Anthony Esler, The Human Venture: The Great Enterprise, A World History to 1500 (Englewood Cliffs, NJ: Prentice-Hall, 1986), chapter 1 - "The First Five Million Years," Chapter 2 - "Civilization Begins in Sumer," Chapter 3 - "The Gift of the Nile."

2-4 Ancient Greek Civilization
Reading assignment: Esler, The Human Venture, Chapter 6 - "Western Beginnings"; Plato, The Republic - selections; Plato, "The Apology" in Dialogues; M.I. Finley, The Ancient Greeks (New York: Penguin Books, 1963).

Parallel Civilizations
Reading assignment: Esler, The Human Venture, Chapter 7 - "Lost Civilizations Beyond the Seas," Chapter 8 - "The Peoples Beyond the Pale," and Chapter 9 - "Parallel Ventures."

6-8 Chinese Civilziation - Han Empire
Reading assignment: Esler, The Human Venture, Chapter 5 - "The Antiquity of China," Chapter 13 - "The Empire of the East"; A. Waley, trans., The Analects of Confucius (New York: Vintage Books, 1938); Han Fei Tzu, Basic Writings (New York: Columbia University Press, 1964); M. Loewe, Everyday Life in Early Imperial China (New York: Harper & Row, 1968).

9 Medieval Worlds
Reading assignment: Esler, The Human Venture, Chapter 17 - "When the Cathedrals Were White," and Chapter 18 - "The Long Reach of Islam."

10-12 Early Modern Society - Europe
Reading assignment: Esler, The Human Venture, Chapter 23 - "The Turning Tide" and Chapter 24 - "An End and a Beginning"; E. Rice, The Foundations of Early Modern Europe (New York: Norton, 1970); N. Machiavelli, The Prince (New York: Norton Critical Edition, 1977).

13-15 African Civilization
Reading assignment: Esler, The Human Venture, Chapter 14 - "Civilizations Beyond the World Island," Chapter 22 "New Nations of Africa and the Americas"; C. Achebe, Things Fall Apart (Greenwich, CT: Fawcett. 1959).

16 Review and Final Examination

12th CENTURY ENGLAND: THREE SLICES OF LIFE IN MEDIEVAL SOCIETY

Sandra Loman
Madison Area Technical College
Madison Wiconsin
October 1985

Definition of Moment:

This Moment is designed to fit into a course in western civilization that covers the ancient and medieval eras. It is designed to present an analysis of an ideal model of medieval society, the three orders, i.e., those who work, those who fight, and those who pray. This model will serve to illuminate the structure of medieval society as it existed in 12th and 13th century England (the times of Henry II, Richard I, and John). It will examine each order, looking at the physical setting in which each operated, the organization and functions assumed by or dictated to each, the relative power and position held by each and the roles of women in each order. In this analysis we will hopefully discover something of the organic conception of medieval society by examining the interactions of these groups, e.g. landlord/serf arrangements, lord/vassal bonds, and the connections between clergy and the laity. The course meets two times for the lecture and once in small group settings (two or three small groups of fiteen students each) per week.

First Week:

Bridge Lecture: Overview of 12th and 13th Century England
The emphasis is on a general description of the English kingdom; Angevin rulers, the nature of the community in 12th century England and some of the political issues: tension between the king and barons, the growth of law and the courts, the position and powers of the monarchy.

Small Group Session: The Organic Model
Students will write a brief description of what they think the three orders are after having read Chapter 10 in McKay as the means of introducing the three orders model. Discussion will center on the economic basis for the three orders model, and what sorts of changes might undermine this order.

Lecture: The Medieval English Village: The Base of Society
Setting: The Village. The lecture will examine the medieval English Village using slides and overhead transparencies (maps). Topics covered: The significance and layout of the village, medieval agriculture with emphasis on what was grown in 12th century England, the available technology, the social hierarchy in the village, and the rhythms of village life.

Student Readings:
McKay, Chapter 10
Article, George Buch, "The English Village in the 13th and 14th Centuries", from People and Communities in the Western World.

Audio-Visual Materials:
Slides taken from Richard Muir, The English Village and Caroline Bingham, The Crowned Lions. Transparencies taken from Edmund King, England 1175-1425, chapter 2.

Second Week

Lecture: Feudal Arrangements in Angevin England
The basic components of the feudal system in England. The rights and obligations of lords and vassals under the feudal system.

Small Group Session:
Comparison/Contrast of the Lifestyles of Women. Students will be divided into small groups (3-5) and given fifteen minutes to prepare answers to questions on the following topics: tasks of women in each order, nature and function of marriage in each order, the options for unmarried women, material conditions of women's lives, sources we must use to discover "women's voices" in this order.

Videotape presentation: Physical setting of the nobility: "The Castle"
A Videotape called "The Castle," based upon the illustrated book of the same name, which depicts castle building in 13th century England is available from Public Broadcasting System, 475 L'Enfant Plaza, S.W., Washington D.C. (rental for seven days is $90.00 or purchase $350.00).

Student Reading:
Gies, Chapter 1, 3, 4, 7, and 8

Sources:
Colin Platt, Medieval England
_____, The Medieval English Town
Richard Muir, The English Village
Edmund King, England, 1175-1425, (a good source of lectures, new history)
Edward Miller and John Hatcher, Medieval England, Rural Society and Economic Change
M.M. Postan, Medieval Economy and Society: An Economic History of Brittan 1100-1500
J.L. Bolton, The Medieval English Economy 1100-1500
Norman and Ethel Gras, The Economic and Social History of an English Village, (village of Crawley, Hampshire: dated but interesting source)
Michael Poweicke, The Community of the Realm (The Borzoi History of England, Vol. II)
Georges Duby, The Three Orders

*Articles in Past and Present deal with issues relating to the status of medieval English peasants and the development of medieval agriculture.

Third Week

Lecture: The Idealization of the Warrior: Richard II
The ideal warrior: the individual trappings of a medieval knight: Necessary skills and weapons. The values of the warrior: military prowess, bonds of loyalty and hierarchy. The career of Richard II as an illustration of the warrior.

Small Group Discussion:
Continue discussion of medieval women. Topics: possibilities for political and economic power for women of the nobility in the 12th century: relationships between men and women: courtly love and marriage agreements. Instructor will bring in primary source material appropriate to topic for students to examine and compare to the readings in the Gies book.

Student Reading:
McKay. pp. 330-339 (section of chapter 10)
Gies, chapters 3, 4, 7
Brief selections of Medieval Marriage Agreement
Brief biographical sketch of Eleanor of Acquitaine

Sources:

Georges Duby, The Three Orders: Feudal Society Imagined
Richard Barber, Knighthood and Chivalry
Margaret LaBarge, Baronial Household in the Thirteenth Century
John F. Burke, Life in the Castle in Medieval England (a good source for slides)
Barbara English, The Lords of Holderness: A Study in Feudal Society
Diane Bornstein, The Lady in the Tower
Susan Stuard, ed., Women in Medieval Society
Derek Baker, ed., Medieval Women
Brian Tierney, Middle Ages, Vol. 1, second edition (reading text)
G.G. Coulton, Life in the Middle Age

There are several collections of medieval source materials. Unfortunately many of these emphasize male concerns and traditional historical topics.

Fourth Week

Lecture: The First Order: Those Who Pray
Religion in 12th century England: Monastic Life. Organization of the regular clergy in 12th century England. Physical setting: monasteries in the 12th century (diagrams of selected monasteries as overhead transparences. Monastery expansion and construction in the 12th century: predominant orders. Physical layout and requirements of a monastery - the organization of monastic life.

Small Group Session: The power of religion in medieval life
The Religious life: why medieval women and men entered nunneries and monasteries, the ways in which men and women participated in religious life, the functions of nunneries and their relative lack of power in the religious establishment.

Lecture: Religious conflict in the 12th century - the Becket controversy
A minute in the "moment," the organization of secular clergy in 12th century England. Conflict between orders - struggle between king and clergy.
The Controversy: factions, legal and spiritual issues, resolution and martyrdom of Becket.
Threats to the stability of medieval society: the social and economic disorders of the 14th century. Peasant distress and revolt, and religious dissent.
Description of medieval English towns: The econo ic significance of the towns, political position of the towns, the town renewal patterns in England.

Small group discussion: Conclusions

Student Reading:
McKay, pp. 339-346
Gies, chapter 5
handout: sign speech from a medieval nunnery
handout: "The rule of St. Benedict", in Thomas M. Jones, The Becket Controversy
handout: "Edward Grim - Martyrdom," (description) in Thomas M. Jones, The Becket Controversy
handout: brief excerpt from Adalbero of Laon about the orders of society (in Jeremy DuQ. Adams, Patterns of Medieval Society.)

Sources (in addition to those noted above)
David Knowles, Thomas Becket
J.C. Dickinson, Monastic Life in Medieval England
Eileen Power, Medieval English Nunneries
Ronald C. Finucane, Miracles and Pilgrims: Popular Beliefs in Medieval England
Richard Winston, Thomas Becket

Audio Visual Resources
The Dickinson book listed above has both photos and diagrams that can be used for slides and transparencies. For photographs also see Christopher Brooke, The Structure of Medieval Society.

Fifth Week

Lecture: The Other Slices of the Medieval Loaf:
The artificiality of the three orders model; concepts involved in the model: reciprocity, hierarchy, organic relationships, trifunctionality. How and why the model was created. The aspects of medieval society that do not fit the model: towns, kingship.

Student Reading:
McKay, chapter 11 and 12

Audio Visual Resources:
Personal slides of English towns showing medieval buildings and layout.

History of Western Civilization I

COURSE OUTLINE AND READING ASSIGNMENTS

REQUIRED TEXTS:

John P. McKay et.al., A History of Western Society: From Antiquity to the Middle Ages, 2nd ed., Vol. A. Boston: Houghton Mifflin Co., 1983.

Chester G. Starr, Early Man: Prehistory & The Civilizations of the Ancient Near East. New York: Oxford Univ. Press, 1973.

Frances and Joseph Gies, Women in the Middle Ages. New York: Barnes & Noble Books, 1978.

Mary Kinnear, Daugthers of Time. Ann Arbor: Univ. of Michigan Press, 1982.

OUTLINE

Week I: Introductions
- Lecture. The Stages of Human Culture in Mesopotamia
- Discussion. defining terms, introductions
- Readings:
  - handout - articles on civilizations
  - Starr, chap. 1, 2, 3
  - McKay, p. 4-11.

Week 2: Urban Life in Ancient Mesopotamia: Hammurabi's Babylon
- Lecture. Urban Life Style: Babylon
- Lecture. The Mainsprings of Urban Life: Trade and Warfare
- Discussion. The importance of technology and physical environment.
- Readings:
  - article on ancient technology
  - McKay, pp. 11-31
  - Starr, chap. 4, 5
  - Wellard, article on Babylon
  - Kinnear, chap. 2

Week 3: Babylonian Institutions
- Lecture. The Power of Religion in Babylon
- Discussion. Class and family in Ancient Mesopotamia
- Readings:
  - Oppenheim, article on Babylon, the city
  - McKay, p. 31-37
- Quiz #1 - covers all reading

Week 4: Dynasty and Empire in Babylon
- Lecture. The Rise and Fall of Babylonian Fortunes
- Discussion. the plusses and minuses of ancient civilization
- Readings:
  - McKay, p. 41-65
  - Starr, ch. 6,7

Week 5: Another Model for Urban Civilization: 5th Cent. BC Athens
- Lecture. The "Who" and "Where" of the Ancient Greeks
- Lecture. The Greek Polis: Archaic Athens
- Discussion. The evolution of Greek culture
- Reading:
  - McKay, p. 70-84
  - article & maps, Flaceliere, "Background - Town & Country"
  - article, Jones, "The Athenian"

Week 6: Athens at its peak - the fifth century
- Lecture. Economic Features of Athenian Society
- Lecture. Women and Families in a Male-Dominated Society
- Discussion. The role of religion in Athenian society
- Readings:
  - Flaceliere, "Population: Citizens, Resident, Aliens, Slaves"
  - Flaceliere, "Religious Life and the Theater"
  - Kinnear, chap. 3
- Quiz #2

Week 7: Athenian Politics
- Lecture. The Political Realities of Periclean Athens
- Lecture. Warfare in the Fifth Century
- Discussion. Why has modern society periodically idealized ancient Greece?
- Readings:
  - McKay, p.85-109
- Quiz #3

Week 8: Unification of the Ancient World: The Rome of Julius Caesar
- Lecture. Bridge: The Rise of Rome
- Lecture. Bridge: Hellenistic Society
- Discussion. The political and social organization of Republican Rome
- Readings:
  - McKay, p. 110-138, chap 4
  - chart on Roman society
  - article on Livy and early Rome

Week 9: Roman Unification by Expansion
- Lecture. The Nature of Roman Imperialism
- Lecture. Daily Life in the Roman Republic
- Discussion. The cause of social and economic change in the late Republic
- Readings:
  - McKay, chap. 5
  - article on daily living
  - article on Roman imperialism
  - article, Boren, "The Urban Side of the Gracchan Economic Crisis"
  - Kinnear, chap. 4

Week 10: The Disintegration of the Late Republic
Lecture. The Personalities of the Late Republic
Lecture. Augustus and the Principate
Discussion. Was the Republic worth saving?
Readings:
McKay, p. 176-194
article on Julius Caesar
Quiz #4

Week 11: Bridge: The Roman Empire
Lecture. The Roman Empire
Discussion. The problems of the Roman Empire
Readings:
McKay, chap. 6

Week 12: Bridge: Transition to Medieval Europe
Lecture. Germanic Peoples and Kingdoms
Lecture. Medieval Christianity
Discussion. Transition between two worlds
Readings:
McKay, chap. 7, 8
chapter outline

Week 13: Medieval Society: Three Slices of Life in Medieval England
Lecture: Overview of Life in 12th century England
Lecture. The Medieval English Village: The Base of Society
Discussion. The structure of 12th century English society
Readings:
McKay, chap. 9, 10
article on medieval English villages
Quiz #5

Week 14: The Feudal Component: Those Who Fight
Lecture. Feudal Arrangements in Angevin England
Lecture. Women in Feudal Society
Discussion. Compare/contrast the life styles of medieval women
Readings:
Gies, chap. 1, 3, 4, 7, 8
Kinnear, chap. 5

Week 15: The Idealization of the Warrior
Lecture. The Ideal Warrior: Richard I, the Lion-Heart
Discussion. Continue discussion of medieval women
Quiz #6

Week 16: The First Order: Those Who Pray
Lecture. Religion in 12th cent. England: The Monastic Life
Lecture. Religious Conflict: The Becket Controversy
Discussion. The power of religion in medieval society
Readings:
Gies, chap. 5
article on Becket
article on the operation of a monastery
primary sources: the Constitutions of Clarendon; rules in monastic life

Week 17: Bridge: The "Other Slices" of the Medieval Loaf
Lecture. The Town: Renewal of Urban Patterns
Lecture. Possible Threats to the Stability of Medieval Society
Discussion. Conclusions concerning medieval society
Readings:
McKay, chap. 11, 12
Quiz #7

Week 18: Final Exam

U.S. HISTORY FROM THE COLONIAL PERIOD TO THE CIVIL WAR

Karen Olson

Dundalk Community College
Dundalk, Maryland 21222

The Search for Cultural Homogeneity

From the exploration and colonization of the New World to the Civil War, the history of the United States in the 17th, 18th, and early 19th centuries is the history of a society establishing and defining itself. While Americans take pride in thinking of our society as a melting pot, our history has been one of excluding the people, values, and behaviors which are incongruent with the cultural ideals we have defined as "American."

This course focuses on the process of defining that cultural ideal, a process which I refer to as the search for cultural homogeneity. By looking in depth at the Salem Witch Trials, the debate between the Jeffersonians and the Hamiltonians, the social upheavals of the Jacksonian period, and the cultural niche which Black Americans carved for themselves within a white society, we will examine that cultural process in action.

This course is not concerned with covering all of the important events of pre-Civil War America. It is intended, rather, to give a comprehensive view of American life during four episodes or "moments" in our history. Most of the explorations are of the social dimensions of past communities -- the family life, religion, recreation, work, fears, and aspirations of ordinary Americans. One unit, the debate between the Jeffersonians and Hamiltonians, looks at the philosophical and ideological discourse which sets the parameters for American political life.

This course is intended to give you an understanding of what American life looked like at certain significant moments. It will also reveal how our society has continually defined itself by excluding, ostracizing, and eliminating those people and ideas we choose not to include in our concept of national identity. Finally, the course is designed to teach you certain key concepts and skills that are necessary for any historical investigation: the concept of multiple causation, the use of primary documents, the skills of research and analysis, and the use of historical insights for understanding contemporary American issues.

The required textbook for this course is A People and A Nation. Other assigned reading will be on reserve in the library.

Introduction - Europeans in the New World: A Clash of Cultures

Session 1:	The Concept of Cultural Homogeneity
Session 2:	European Encounters with New World Peoples

Part I - The Salem Witch Trials

Session 3:	Social Characteristics of Colonial Life
Session 4:	The Puritan Religion
Session 5:	Cross Cultural Perspectives on Witchcraft
Session 6:	The Concept of Multiple Causation
Session 7:	The Horror and the Hope (film)
Session 8:	Preparation of Student Papers

Bridge - The American Revolution

Session 9:	Issues and Organization
Session 10:	The Loyalists as Traitors

Part II - The American Political Spectrum

Session 11:	Foundations of the American Republic
Session 12:	The Concept of Political Philosophy
Session 13:	Jefferson and Hamilton
Session 14:	Debate
Session 15:	Debate
Session 16:	Critique of Debate

Bridge - America in the 19th Century

Session 17:	Industrialization
Session 18:	Urbanization

Part III - Cultural Homogeneity in Jacksonian America

Session 19:	New Art for a New Age
Session 20:	The Evolution of Social Class
Session 21:	Feminism and the Cult of True Womanhood
Session 22:	Cultural Separatism in Utopian Communities
Session 23:	Removal of the Cherokees
Session 24:	The Rise of the Common Man and the End of Cultural Autonomy

Bridge - The Coming of the Civil War

Session 25:	The Growth of Sectionalism
Session 26	A Firebell in the Night (film)

Part IV - Black Culture in a White Society

Session 27:	Slave Culture, the Black Family and Survival
Session 28:	Blacks and the Concept of Liberation
Session 29:	The Anglo-Saxon Agony
Session 30:	Blacks as Labor Force, Scapegoats and Liberators

Introduction - Europeans in the New World: A Class of Cultures

Session 1 - Introduce the concepts of culture, cultural homogeneity, and cultural heterogeneity by having students brainstorm a series of questions: (1) What's American about America? (2) What values and behaviors do we insist that all Americans observe? (3) What kinds of people have been or continue to be persecuted in the U.S.? (4) In what ways do we think of these people as "strangers," "outsiders," "the other," "the enemy?" This session clarifies the main concepts of the course. It also sets a precedent of students being active and confident in the classroom, since every student will have ideas about the questions presented, and each one will be asked to make a contribution.

Session 2 - Discussion of European culture in the 17th century and the Pre-Columbian culture of native Americans. Have students research and report on four different kinds of encounters: (1) Virginians and the Powhatan Confederacy, (2) the Indian slave trade in the Carolinas, (3) the adoption of whites into Indian tribes, and (4) the Pequot War in New England.

Textbook Assignment: A People and A Nation, pp. 4-27, 43-51

Readings for Students:

James Axtell, "The White Indians of Colonial America," William and Mary Quarterly, 3rd ser., 32 (1975), pp. 55-88

Peter Farb, Man's Rise to Civilization.

Bibliography for Instructor:

Alden T. Vaughan and Daniel K. Richter, "Crossing the Cultural Divide: Indians and New Englanders, 1605-1763," Proceedings of the American Antiquarian Society, 90, 1 (1980), pp. 23-99.

Fredi Chiapelli, et.al., eds., First Images of America: The Impact of the New World on the Old, 2 volumes.

Alfred W. Crosby, Jr., The Columbian Exchange: Biological and Cultural Consequences of 1492.

Wilbur R. Jacobs, Dispossessing the American Indian: Indians and Whites on the Colonial Frontier.

Nancy O. Lurie, "Indian Cultural Adjustment to European Civilization," in Seventeenth-Century America: Essays in Colonial History, ed. James M. Smith.

Part I - The Salem Witch Trials

Session 3 - Discussion of the social characteristics of colonial society: population, community life, work and roles of men and women, family life.

Session 4 - Discussion of the Puritan religion. What did the Puritans believe, why did they come to the "New World," how was their religiosity different from American religious behavior today?

Session 5 - A cross-cultural perspective on witchcraft. What is a witch and where do we find beliefs in witchcraft? How does witchcraft function as a mechanism for eliminating deviants or "outsiders?"

Session 6 - Discussion of the concept of multiple causation.

Session 7 - Film: The Horror and the Hope: The Salem Witch Trials.

Session 8 - In groups of 5, students will brainstorm the multiple causes of the Salem witch trials and the characteristics of the individuals who were accused as witches.

Textbook Assignment: A People and a Nation, pp. 17-27, 38-42.

Readings for Students:

Paul Boyer, Salem Village Witchcraft: A Documentary Record.
Marion Starkey, The Devil in Massachusetts.
The Diary of Cotton Mather.
Leo Bonfanti, "The Witchcraft Hysteria of 1692."
Barbara Ehrenreich, Deidre English, "Witches, Midwives and Nurses."
Kai T. Erickson, "The Witches of Salem Village."
"Susanna Martin, On Trial for Witchcraft," in Roots of Bitterness, Nancy Cott , ed.
Thomas Brattle, "Condemnation of Witchcraft Trials."
Jan Buttner, "Religion and Witchcraft in Early American Society."
Jason Marks, "Salem is Bewitching Still."

Bibliography for Instructor:

Paul Boyer and Stephen Nissenbaum, Salem Possessed: The Social Origin of Witchcraft.
John Demos, Entertaining Satan: Witchcraft and the Culture of Early New England.
John Demos, A Little Commonwealth: Family Life in Plymouth Colony.
Kenneth A. Lockridge, A New England Town: The First Hundred Years.

Edmund S. Morgan, The Puritan Family: Religion and Domestic Relations in Seventeenth-Century New England.
Lois Green Carr and Lorena Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland." William and Mary Quarterly, 3rd ser., 34 (1977) pp. 542-571.

Bridge - The American Revolution

Session 9 - Discuss the social, political, and economic issues which led to the American Revolution, and the organizational structure of the revolutionary effort.

Session 10 - Look at the American Revolution from the point of view of the Loyalists. How does someone who is loyal to the government become a traitor?

Textbook Assignment: A People and a Nation, pp. 86-120.

Bibliography for Instructors:

Bernard Bailyn, The Ordeal of Thomas Hutchinson.
Mary Beth Norton, The British-Americans: The Loyalist Exiles in England, 1774-1789.

Part II - The American Political Spectrum

Session 11 - Background information on the founding of the federal government, including the Articles of Confederation, the Constitutional Convention, the Federalist Papers, and Washington's first administration.

Session 12 - Discussion of what we mean by "political philosophy" and by the terms "conservative" and "liberal," "right" and "left." Discussion of how the political radical is an outsider and how this limits the debate of issues in America.

Session 13 - Students will choose to be members of a debate team of either Jeffersonians or Hamiltonians, and each member will agree to be responsible for researching and presenting one issue (i.e., states' rights, civil liberties, government support of industry) for his/her team. Students will begin their research in class, working cooperatively with other team members.

Session 14 - Define debate rules and rehearse debate.

Session 15 - Conduct and videotape debate.

Session 16 - Play back and debate with class discussion clarifying the issues, critiquing the logic and historical accuracy of the arguments, and commenting on the contemporary relevance of the Hamiltonian-Jeffersonian positions.

Textbook Assignment: A People and a Nation, pp. 140-190.

Resources for Students and Instructor:

Lance Banning, The Jeffersonian Persuasion: Evolution of a Party Ideology.
Richard W. Buel, Jr., Securing the Revolution: Ideology in American Politics, 1789-1815.
William Nisbet Chambers, Political Parties in a New Nation: The American Experience, 1776-1809.
Joseph Charles, The Origin of the American Party System.
Noble E. Cunningham, The Jeffersonian Republicans: The Formation of Party Organization, 1789-1801.
Richard Hofstadter, The Idea of a Party System: The Rise of Legitimate Opposition in the United States, 1780-1840.
John Zvesper, Political Philosphy and Rhetoric: A Study of the Origins of American Party Politics.
Marie B. Hecht, Odd Destiny: The Life of Alexander Hamilton.
Robert A. Hendrickson, The Rise and Fall of Alexander Hamilton.
Gerald Stourzh, Alexander Hamilton and the Idea of Republican Government.
Noemie Emery, Alexander Hamilton: An Intimate Portrait.
Jacob E. Cooke, Alexander Hamilton.
Jacob E. Cooke, ed., Alexander Hamilton: A Profile.
Louis M. Hacker, Alexander Hamilton in the American Tradition.
Margaret E. Hall, ed., Alexander Hamilton Reader.
Claude G. Bowers, Jefferson and Hamilton.
Dumas Malone, Jefferson and the Ordeal of Liberty.
Merrill D. Peterson, Thomas Jefferson and the New Nation.
Lally Weymouth, ed., Thomas Jefferson.
Caleb P. Patterson, The Constitutional Principles of Thomas Jefferson.

Bridge - American in the 19th century

Session 17 - Discuss 19th century America as a developing, modernizing country. Identify the components of modernization -- industrialization, communication, transportation, education, etc., -- and discuss the impact of these dramatic changes on the lives of workers, entreprenuers, women, farmers and slaves.

Session 18 - Develop two comparative models of modernization, the United States and the Peoples Republic of China.

Textbook Assignment: A People and a Nation, pp. 221-247.

Bibliography for Instructor:

Alan Dawley, Class and Community: The Industrial Revolution in Lynn, Massachusetts.
Thomas Dublin, Women at Work: The Transformation of Work and Community in Lowell Massachusetts, 1826-1860.

Christopher Clark, "Household Economy, Market Exchange, and the Rise of Capitalism, Journal of Social History, 13 (1979), pp.169-190.
James Henretta, The Evolution of America, 1700-1815: An Interdisciplinary Analysis.
Harold C. Livesay, American Made: Men Who Shaped the American Economy.

Part III - Cultural Homogeneity in Jacksonian America

Session 19 - An historiographical discussion of the different ways the Jacksonian Period has been viewed: (1) Jackson as a Cultural Symbol, (2) The Rise of the Common Man; Myth or Reality? (3) The Transformation of a Subsistence Economy to a Capitalist Marketplace.
Art: Contrast the formal portraiture of Gilbert Stuart and John Singleton Copley and the historical paintings of John Turnbull with early 19th century art: genre painting (Mount, Johnson, Bingham), the Hudson River School (Doughty, Cole), Audubon and Catlin.

Session 20 - Using an experiential exercise, students will learn how to compare and contrast, and will use this skill to contrast the organization of work under craft production with the organization of work under Industrial production.

Session 21 - Using primary documents students will examine the conflicting ideologies of woman's role in the 19th century: feminism and the Cult of True Womanhood.

Session 22 - A discussion of Jacksonian utopian communities, using the Oneida Community, the Shakers and the Mormons, and emphasizing how these communities served as retreats for "outsiders" who did not fit into the mainstream culture and what they reveal about the concerns of 19th century Americans with the organization of work and the expression of sexuality.

Session 23 - Ethnic ostracism -- discussion of the removal of the Cherokee Indians, emphasizing why other ethnic groups could be incorporated into the American mainstream while Indians (and Blacks?) could not.

Session 24 - Working in groups of five, students will brainstorm the various ways in which American Society became more closed, more rigidly homogeneous and less accepting of "outsiders" during the "Rise of the Common Man."

Textbook Assignment: A People and a Nation, pp. 221-247, 282-304, 310-319.

Readings for Students:

Harriet Beecher Stowe, "Dress, or Who Makes the Fashions," In Oven Birds: American Women on Womanhood, 1820-1920, Gail Parker, ed.
William A. Alcott, The Young Wife
Rev. John Todd, Women's Rights.
Gail Hamilton (Mary A. Dodge), Woman's Wrongs.
The Lowell Offering, Benita Eisler, ed.
Morris Bishop, "The Great Oneida Love-In," in Portrait of America, Stephen Oates, ed.
The Removal of the Cherokee Nation, Louis Filler and Allen Guttman, eds.

Bibliography for Instructor:

Gerda Lerner, "The Lady and the Mill Girl," in A Heritage of Her Own.
Paul Johnson, The Shopkeepers' Millenium.
Carroll Smith-Rosenberg, "The Female World of Love and Ritual," Signs 1, 1975.
Louis J. Kern, An Ordered Love; Sex Roles and Sexuality in Victorian Utopias: The Shakers, the Mormons, and the Oneida Community.

Bridge - The Coming of the Civil War

Session 25 - Working in pairs, students will identify the major social, economic, and political issues which led to the Civil War, and evaluate which of these issues were most pivotal in the sectional conflict.

Session 26 - After watching the film, "A Firebell in the Night," students will identify the ways in which North and South had become two different cultures by 1860.

Textbook Assignment: A People and a Nation, pp. 340-363.

Bibliography for Instructor:

Stephen B. Oates, To Purge the Land with Blood.
Richard H. Brown, "The Missouri Crisis, Slavery, and the Politics of Jacksonianism," South Atlantic Quarterly, LXV (Winter, 1966), pp. 55-72.
David M. Potter, The Impending Crisis, 1848-1861.

Part IV - Black Culture in a White Society

Session 27 - How did Black slaves build a culture within the dominant white society that permitted them to survive the slave system? What role did the Black family play in that culture?

Session 28 - In what ways did Black abolitionism provide the concept and the symbolism of liberation for free white Americans as well as slaves?

Session 29 - Identify the major arguments used by white Americans to justify slavery and to abolish slavery.

Session 30 - In groups of five, students will identify specific examples of ways in which free Blacks and slaves in the antebellum period served as a labor force, as scapegoats, and as liberators.

Textbook Assignment: A People and a Nation, pp. 252-277, 317-319, 340-363.

Readings for Students:

Narrative of the Life of Frederick Douglass.
David Christy, "The Kingdom of Cotton."
Hinton R. Helper, "Slavery and the Deficiency of Commerce in the South."

Bibliography for Instructor:

John Blassingame, The Slave Commmunity.
Herbert Gutman, The Black Family in Slavery and Freedom.
Eugene Genovese, Roll Jordan Roll.
Gerda Lerner, The Grimke Sisters from South Carolina.
Karen Whitman, "Re-evaluating John Brown's Raid at Harpers Ferry," West Virginia History, XXXIV (October 1972), pp. 46-84.

MODERNIZATION AND THE CHANGING NATURE OF COMMUNITY IN COLONIAL AMERICA

A "Moment" in the Unites States History Survey Course

William A. O'Brien
Division of Humanities and Social Sciences
Parham Road Campus

J. Sargeant Reynolds Community College
Richmond, Virginia

History is the record of man's past, the account of his experiences, his efforts to define problems, to solve them, and his successes and failures in those endeavors. The components of that record go well beyond man's development to institutions -- political, economic, and social. They include his view of the world and his place within it; his ideas about his past, his present, and his future; his fears and his hopes; his dealings with others, those who think like him and those who do not; his inclination to create and to destroy, to preserve and to alter. In a word, that record encompasses as much as we can recreate of what some have termed "the totality of human experiences."

The principal advantage to studying that record is to learn from it. We must try to go beyond the whats of History to the whys and what-ifs. We must be willing to ask questions about the past, to speculate as to its alternatives, to pass judgements on ics results.

Introduction

The principal theme for this "moment" in early American History is change -- the degree to which environment, settlement patterns, demographics, social and economic conditions, philosophical and psychological factors, and other less easily identified circumstances forced colonial leaders to alter their thinking about community, about its principal ingredients, and about how best to achieve the social order, the harmony, and the internal stability usually associated with one's idea of the "ideal community." To contrast England's mainland colonies in 1750 with the America that existed less than a hundred years earlier is to come face-to-face with what amounted to virtually different societies. The typical colonist in 1650 (if one could find such) could not even conceive of an existence beyond the confines and the protection of Mother England. Colonists a century later thought that at least a possibility, if not a probability. And more than a few of his neighbors agreed with him. What had happened? How can one best illustrate the degree of change which had occurred in less than a century? More importantly, how can we insure that the student's time invested in trying to find answers will pay dividends beyond mastery of

the content? How can we convert the experience into development of analytical and synthetic skills applicable to a grasp of other "moments" in the past and to a more meaningful understanding of this moment in each student's life: Such are the real objectives of this project. Its success can be determined within the History classroom to a limited extent at best. Its real potential for good can only be determined after each student leaves it.

What Was Done? Project Objectives

This project proposes an alternative to the traditional survey course which goes to the very heart of the classroom experience -- what students learn. It shifts the emphasis from coverage of content to the development of skills necessary to understand that content. By focusing on selected periods of the past, termed "moments" (in this case, Colonial America), and by incorporating materials from disciplines other than what is usually termed "History", we can begin to provide students with a more complete picture of the past, one which includes everyday people wrestling with everyday problems. For the first time, students can begin to experience the past and the people who lived it. They can finally find time to process information, to synthesize it, to see implications and assumptions within it, to evaluate it, to make informed judgements about, to better understand the historical context within which it makes the most sense, -- in a word, to learn from it. Breadth and depth replace the seemingly endless flow of facts which dominates the traditional survey course. Students can really begin to experience the process of "doing" History, of assigning meaning to the past instead of passively observing meaning which is supplied by others. Only when we take students behind the scenes of man's past, between the lines of its written record, can we expect them to engage content actively. Until then, they may learn snippets of the past, but can never learn from it.

Needless to say, there are important considerations to this experience which warrant comment. Foremost among them, perhaps, is the admission, difficult for many of us, that the "Plato-to NATO" approach we have always used has been neither effective nor productive. What then can we expect from business-as-usual in the History survey course in the face of an information revolution which students look to us to equip them to handle? To be more specific, technology has given us access to new kinds of information about the past, information which has yet to find its way into the traditional course. Can we continue to exclude such vital, albeit non-traditional topics as family organization and function, population movements and trends, relationships between classes, between races, between nationalities, between the sexes, between church and state, between the religious and the not-so-religious, between those who make the rules and those expected to follow them, between citizens and their political institutions? How could we include it all, even if we wanted to? What to leave out? This dilemma usually produces a syllabus totally resistant to change, or one rendered so superficial as to become inconsequential. Neither is acceptable.

This project proposes to sacrifice coverage for depth, to replace the quantity of one-dimensional information which leads us nowhere but toward the present with what amounts to a series of multi-faceted "snapshots" of moments in the past. The profit-to-loss ratio in the exchange is a good one academically, for the skills developed and the insights acquired more than justify the time expended. Coverage time lost is easily recovered, for students know what to look for in terms of institutional development, values clarification, socio-economic relationships, conflict resolution, etc. And what is most unusual, they usually want to find out more.

How It Was Done. Project Methodology

How best to accomplish what are admittedly ambitious objectives? Project methodology is best explained by addressing the three principal differences between this approach and the traditional survey course. The three are: 1) Use of Primary Documents; 2) Writing as a Vehicle for Learning; and 3) The Instructor as Facilitator. To elaborate on each of these:

1) Use of Primary Documents. The focus of classroom attention must shift from the usual presentation of information to student examination of the historical record, the documents selected for analysis in each moment. These materials, heretofore available only to professional historians or historians-in-the-making (graduate students and upper-division majors) become the "stuff" of student attention. In this project, each student is historian. With guidance and support, students, individually or in groups, work to extract meaning from the sources and to evaluate findings against information gleaned from other areas. Depending on the quality of documents chosen and on the breadth of issues considered, students can begin to piece the past together, to recreate as nearly as possible the "totality of human experiences." It is an exercise in which all students can share and from which all can learn.

2) Writing as a Vehicle for Learning. Not to mention here all of the advantages to be realized from "writing across the curriculum," suffice it to say that all of them lend credibility to this approach. To do History is to write it. To write it is to understand it and to learn from it. It is to process information, to synthesize it, to formulate meaning from it, and to communicate that meaning to others. Among the "plusses" of studying History by writing it are the following: 1) the realization that education involves asking questions, not just answering them; 2) the willingness and confidence to reach judgemental conclusions about the past and about those who lived it; 3) the creative experience of bringing together seemingly disparate pieces of information to support meaning which is totally one's own; 4) the ability to distinguish between historical fact and interpretation of fact; and 5) the ability to process and order information as a means to distinguish the important from the unimportant.

3) The Instructor as Facilitator. The nature and degree of student activity just described suggest a somewhat different role for the classroom instructor. In this environment the instructor must facilitate student learning by becoming a resource and a guide instead of the traditional font of all wisdom and knowledge. As research historian, the instructor assembles source materials for each moment selected. What students derive from this course will depend largely on the quality of research conducted before it begins. As teacher, the instructor assists in the search for information and in the formulation of meaning supported by the evidence available. No longer does he disseminate either. To present to students as the "stuff" of History the wisdom which one has gained from tackling the record of man's past is to deny them all of the advantages of "doing" History for themselves. It is to inhibit learning, not enhance it, for it reduces the student to a non-participant in his own education. But to witness the excitement of real discovery and creativity in the classroom, to share in learning experiences that are really substantive -- these become probable, not just possible in this environment. Here is the kind of teaching no technology can supplant. To cite a cliche -- "You had to be there!"

Modernization and the Changing Nature of Community in Colonial America

General Objectives

This particular "moment" in early American History is designed to comprise the first third of a ten-week quarter at J. Sargeant Reynolds Community College. It will consist of eleven class meetings of fifty minutes each. Before the specific objectives for each class meeting are introduced and developed, it is essential that the general objectives for the entire project be indicated. The general objectives for this unit are as follows:

A) To provide an understanding of and an appreciation for the problems confronted by our colonial forebearers, the strategies they developed to address those problems, and the successes and failures encountered in that enterprise.

B) To re-create as closely as possible the totality of the American Colonial experience so that students can better appreciate the experience and learn from it.

C) To introduce students to the process of historical investigation by acquainting them with selected primary materials, with the latest scholarship on the period, and with some of the essential quantitative data necessary for an in-depth look at the "moment" and its participants.

D) To provide students with the opportunity and the guidance to experience the process of "doing History" in order to illustrate the types of understanding one can gain from the study of History.

E) To enable students to go beyond the whats of History to the whys and what-ifs by insisting that they confront historical information, that they process it, synthesize it, draw inferences from it, and hopefully learn from it the skills necessary in today's information-based society.

F) To enable students to distinguish between the facts of History and the interpretations of those facts so that they can make intelligent judgements and evaluations on their own.

G) To promote student interaction and exchange by encouraging them to ask questions of the materials distributed, to write about it, to criticize each other, and to work together to achieve a more complete understanding of the "moment."

H) To acquaint students with an inter-disciplinary approach to the study of the past in order to illustrate the value of addressing society, its problems, and its people from different yet related perspectives.

I) To familiarize students with the idea of theory and its application to past and present as a tool to enhance understanding.

Modernization and the Changing Nature of Community in Colonial America

Contents

Education for Life in Pennsylvania -- two documents

a) Parents, Masters, and Guardians must see that children learn reading, writing, and a trade (1682), From The Charter to William Penn, in Bremner, Children and Youth, I, 100.
b) Thomas Budd, Good Order Established in Pennsylvania and New Jersey (a proposal for a system of public schools to teach academic subjects and trades, 1685), in Bremner, Children and Youth, I, 100.

VI Modernization and the Colonial Transition from Geimeinschaft to Gesellschaft -- Bridge lecture using sources on process of modernization.

VII Economic Development, Economic Concentration, and the Threat to Community

Document(s):

James Henretta, "Economic Development and Social Structure in Colonial Boston," William and Mary Quarterly, 3 ser., XXII (1965), 75-92 (tables only).

Gary B. Nash, "Urban Wealth and Poverty in Pre-Revolutionary America," Journal of Interdisciplinary History, VI (1975-76), 547-76. (Statistics only distributed).

a) Table on Poor Relief in Philadelphia, 1718-1775
b) Table on Taxables and Nontaxables in Philadelphia, 1720-75.

James T. Lemon and Gary B. Nash, "The Distribution of Wealth in Eighteenth Century America; A Century of Change in Chester County, 1693-1802," Journal of Social History, II (1968).

a) Table on "Summary View of Vertical Distribution of Assessed Taxable Wealth in Chester County, 1693-1802"

Gary B. Nash, "Social Change and the Growth of Pre-Revolutionary Urban Radicalism," in The American Revolution, Explorations in the History of American Radicalism, James Young (DeKalb, 1976), 7-11.

James A. Henretta, "Wealth, Authority, and Power," in Allen F. Davis and Harold D. Woodman, eds., Conflict and Consensus in Early American History (6th Edition), I, 24-27.

VIII A Gentleman Should Know: The Trappings of Power in Early America

Document(s):

From Rhys Isaac, The Transformation of Virginia, 1740-1790, sketches protraying "The Hierarchy in Buildings," 66-7.

Henry Peacham, The Compleat Gentleman (London, 1627), and Sir Walter Raleigh, Advice to His Son and to Posterity (London, 1632), reprinted in Issues Past and Present, I, 35-7.

IX Social Stratification in a Community: Education as a Mechanism for Holding A Stratified People Together

Document(s):

Extracts from "Notes on the State of Virginia, Queries XIV and XV, 1781-1785," Thomas Jefferson, reprinted in James Bryant Conant, Thomas Jefferson and the Development of American Public Education (Berkeley, 1962), Appendix II.

X The Enlightement and the Great Awakening: Community and Modernization Clash in 18th Century America

Document(s):

Benjamin Franklin to Ezra Stiles, Philadelphia, 9 March 1790, in American Issues: The Social Record, Merle Curti, et al, eds., (2 vols., New York, 1971), I, 43-44. Franklin reveals his private views about religion in this letter.

Jonathan Edwards, "Sinners in the Hands of an Angry God," in Johnathan Edwards, Works, II, 10-11.

From The Autobiography of Benjamin Franklin, in Bremner, Children and Youth in America, I, 135-6 (a young man's plan for moral perfection).

Benjamin Franklin, "The Speech of Polly Baker," Gentleman's Magazine, (April, 1747), in A.H. Smythe, ed., The Writings of Benjamin Franklin (New York, 1905-6), II, 463-4. (Franklin's satcastic attack on the "double standard" for men and women).

From John Woolman, "A Word of Remembrance and Caution to the Rich," in Issues Past and Present, I, 24-26. (Woodman warns the rich of their religious duty to care for the poor).

XI Edwards and Franklin: To Place Modernization and Community in its Human Context

Document(s):

From J. Hector St. John de Crevecoeur, Letters from an American Farmer, in Issues Past and Present, I, 45-47. (On the nature of the "new American" which modernization has carved from the wilderness).

Industrial Revolution: Great Britain in the 1840's

Robert Braddock
Saginaw Valley State College
University Center, Michigan

Week I Introduction to Industrialization. This week is basically the traditional approach. The sources are the traditional ones, e.g., Ashton, Mantoux, Mathias. I want the students to understand what happened before beginning the less traditional approaches. The McKay et. al. text is sound and particularly helpful.
Lectures:
1. Origin of the factory
2. Film; Bronowski, "Drive for Power" (about 1/2 hour) Review Text
3. The Reform movement in England: Peterloo to 1832
4. Liberalism

Week II The Debate over the condition of England
I have not decided how much Marx to use. Our students have no experience with Marxist theory. The objective is to get the student to understand the nature of the debate, and to appreciate the nature of the evidence as well as to comprehend Marx's theory of historical change.
Sources: Landes, Unbound Prometheus and other works, Hobsbawm's work in general as well as Perkins.
1. The condition of England/discuss Sadler reports
2. Two Responses: Anti Corn Law League and Chartism
3. Marx's life and theory of history
4. Marx continued. Discuss Communist Manifesto

Week III Industrial Revolution and the New History.
The objective is to demonstrate how the new history increases our understanding of what the industrial revolution was really about, not just machines or even quality of life, but how industry made life different. I have selected a traditional source, Hard Times, because I have found that it can be used to illustrate many of the points made by the new history.
Sources: Wrigley, various articles especially in Past and Present on London. Michael Anderson in Preston, Wrigley and Schofield on Population History. Cannadine's article in Past and Present is suggestive. Wrightson and Levine's Poverty in an English Village is a useful beginning.
1. Change in Life Patterns: London as basis of change
2. The consumer revolution
3. Change in the family
4. Discussion of Hard Times

Syllabus

Books to Purchase

McKay, Hill, Buckler, History of World Societies II (Text)
More, Utopia
Marx, Communist Manifesto
Dickens, Hard Times
Forster, Passage to India
Duplicated material as noted

Areas of Study and Weekly Topics:	Assignments
I. The Traditional World	
1. Politics and ideas	Text
2. The new history	Laslett, World We Have Lost, excerpts
	Utopia
Essay: Utopia: traditional or modern?	
II. World in Crisis: 1640's	
3. General Crisis: Spain & England	Text
4. Spiritual Crisis: witchcraze	sample trials
5. Solutions	Hobbes, Locke, excerpts
III. A New World	
6. Link - intellectual & economic change	Text
Hour Examination	
IV. Democratic Revolution: France: 1780's	
7. Palmer theory and nature of social protest	Text, Darnton, "Cat Massacre"
8. French Revolution	Rude, "Crowd"
V. Industrial Revolution: Britain 1840's	
9. Description, Political Response	Text
10. The debate	Marx, Sadler Report
11. Industry and the New History	Hard Times
Hour Examination	
VI. West confronts the World: Indian Independence	
12. Background: Victorian Imperialism	"White Man's Burden" "Winning of the West"
13. Nationalism	Passage to India
14. War and Independence	Gandhi (film)
15. Reaching Period and Final Examination	

Objectives

1. To provide a topical rather than comprehensive approach to the modern world (The text will be used to fill the gaps between topics.) By focussing on a few periods, the coverage in each will be more detailed, giving the student greater understanding of the period and its unique problems.

2. To provide an introduction to the nature of the study of history and its perspective on the students' understanding of his world.

3. To provide the beginning student with an introduction to college study by refining his analytical and writing skills.

Humanities Institute
The Introductory History Course
and
The "New" History

Project Directors

Steve Curry
Director, General Studies Program
New York University
New York, NY 10003

David A. Berry
Associate Professor
Essex County College
Newark, NJ 07102

Faculty

James Colaiaco
New York University

Derek Hirst
Washington University

Carolyn Lougee
Stanford University

Paul Michaud
Oakland University

Herbert Rowen
Rutgers University

Barbara Shapiro
University of California, Berkeley

Miriam Slater
Hampshire College

Guest Lecturers

Theodore K. Rabb
Princeton University

Robert J. Scally
New York University

Donald Schmeltekopf
Mars Hill College

John Weiss
City University of New York

COMMUNITY COLLEGE HUMANITIES ASSOCIATION
c/o Community College of Philadelphia
1700 Spring Garden
Philadelphia, PA 19130