

History 101  
T. Davis

Course Requirements  
Spring Semester, 1993

Text: Mark Kishlansky et al (1991). Civilization in the West. Vol. I. New York: Harper Collins.

Attendance: Each student is encouraged to attend class. Absences should be limited to those for illness, important family events and religious holidays. Absences are limited to three per semester. 2 points will be deducted from the final average for each absence in excess of three.

Grading: All tests will be taken at the assigned times.

Two one hour exams, Feb. 15 (30%), March 29 (30%) and a three hour final exam (40%).

The first hour test will include a map question. See the attached sheet. Be able to locate each of the listed cities, rivers, and mountain ranges on a blank map of Europe.

Extra Credit: Up to ten points may be added to the final average by submitting by April 19 a ten page typewritten double spaced paper. The paper should include a bibliography of at least 7 items, and in text citations. In general it would be helpful if in questions of style and content we followed the style manual used in Oxford College's English 110 classes. Prior approval of the topic and bibliography must be secured from the professor before March 22. No paper of less than 10 full pages will be accepted. After March 22nd no changes in topic will be permitted. On March 22 a sheet with name, topic and bibliography must be handed in.

Reading Assignment:

January	20	1		March	22	9	
	25	2			29	10	Test
February	1	3		April	5	11, 12	
	8	4			12	13	
	15	5	Test		19	14	
	22	6			26	15	
March	1	7					
	15	8					

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## OXFORD COLLEGE OF EMORY UNIVERSITY

### History Department - Statement of Purpose

History is a distinctive discipline. Its methodology is complex and its subject matter broad. There are times when historians use the scientific method (diplomats, sigillography and numismatics). There are times when historians use the analytical and mathematical methods of the social sciences. There are times when historians use the intuitive, imaginative and logical methods of the humanities. In addition to the complexity of methods, the subject matter of history is inclusive. History's subject matter is more than politics of nations and empires, it includes the whole literate human past. There is a historical dimension to every other intellectual discipline--art, music, philosophy, political theory, as well as science, religion and education itself. If one looks at a western civilization text book all of these areas of knowledge are included in the reconstruction of the human story.

Due to the complexity of method and breadth of subject matter, historians have always been rather nonplused when trying to explain what it is their students are learning or what it is their students should acquire. One attempt to answer these questions would be to say that students should acquire the power of effective historical understanding.

Societies deal with their inheritance from the past in three ways--myth, memory and history. All societies use all three of these methods, some methods more heavily than others. Myth and memory, though powerful, are usually non-rational and symbolic. History, in contrast, is a critical, systematic and chronological inquiry into the past. History is even enlisted in an attack on particular myths and memories in order to free man from the hold they have on his perceptions and evaluations. However, history is also enlisted in the service of myth and memory, to reinforce the mores and values of the society. History taught in this fashion cultivates the myths that instruct men in social and individual values and reaffirms those memories useful for social institutions and communication. History as critical inquiry extends the range of normal experience and draws us out of the insistent concerns of our present. History as inquiry helps us to see in historical perspective and to see what we would not otherwise have been able to see. This kind of seeing requires intense personal involvement. The difference between history as inquiry and history as propaganda is the development of effective historical understanding.

Coping with the modern world's plethora of myths, symbols and ideological shibboleths requires historical insight of extraordinary power. It requires the introduction to the use of primary documents, the application of criteria for evidence, the assembling of evidence into a comprehensive story, and the making of refined judgments which highlight the human dimension in the evidence.

## MAP LIST

### CITIES

Amsterdam  
Athens  
Belgrade  
Berlin  
Bern  
Bonn  
Brussels  
Bucharest  
Budapest  
Copenhagen  
Dublin  
Florence  
Geneva  
Genoa  
Hamburg  
Helsinki  
Istanbul  
Jerusalem  
Leningrad  
Lisbon  
London  
Madrid  
Manchester  
Moscow  
Oslo  
Paris  
Prague  
Rome  
Sofia  
Stockholm  
Tirene  
Vienna  
Venice  
Warsaw

### MOUNTAINS

Alps  
Appennines  
Carpathians  
Caucasus  
Pyrenees  
Ural

### RIVERS

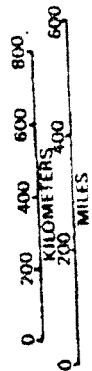
Danube  
Dnieper  
Elbe  
Loire  
Oder  
Po  
Rhine  
Rhone  
Seine  
Thames  
Ural  
Vistula  
Volga

### BODIES OF WATER

Adriatic Sea  
Aegean Sea  
Baltic Sea  
Black Sea  
Caspian Sea  
Dardanelles  
English Channel  
Mediterranean Sea  
North Sea

### ISLANDS

Corsica  
Crete  
Cyprus  
Sardinia  
Sicily



MODIFIED CONIC 40 PROJECTION

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The Use of Sources in Writing Research Papers\*

A writer's facts, ideas, and phraseology should be regarded as his property. Any person who uses a writer's ideas or phraseology without giving due credit is guilty of plagiarism. This is an Honor Code violation.

Information may be put into a paper without a footnote or some kind of documentation only if it meets all of the following conditions:

- It may be found in several books on the subject.
- It is written entirely in the words of the student.
- It is not paraphrased from any particular source.
- It therefore belongs to common knowledge.

Generally if a student writes while looking at a source or while looking at notes taken from a source, a footnote should be given.

Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his own words, there must be a footnote giving credit to the author responsible for the idea. Of course methods of documentation vary and it is possible to cite in the text itself rather than in a footnote. The point is that the student should give credit when credit is due and that he should give the credit in a manner specified by the instructor or the department.

The student is entirely responsible for knowing and following the principles of paraphrasing. In paraphrasing you are expressing the ideas of another writer in your own words. A good paraphrase preserves the sense of the original, but not the form. It does not retain the sentence patterns, and merely substitute synonyms for the original words, nor does it retain the original words and merely alter the sentence patterns. It is a genuine restatement. Invariably it should be briefer than the source.

Any direct quotation should be footnoted (or documented in an acceptable fashion). Even when a student uses only one unusual or key word from a passage, that word should be quoted. If a brief phrase that is common or somewhat common is used as it occurs in a source, the words should be in quotation marks. The source of every quotation should be given in a footnote or in the prescribed manner.

It is of course the prerogative of the instructor to prescribe that for particular papers no secondary sources may be used.

A student who uses a secondary source must remember that the very act of looking up a book or an article should be considered as a pledge that the student will use the material according to the principles stated above.

\* From: Practical English Handbook; Floyd C. Watkins, William B. Dillingham, and Edwin T. Martin. 3rd Edition. Used by permission.

## Topics for History 101 Papers

Doweries and Bride Price in the Middle Ages  
The Olympics and Greek Masculinity  
Europe, An Idea  
The Christianization of England  
The Jewish Experience in Europe in the Middle Ages (England, France, Spain, etc.)  
Gunpowder and European Warfare  
The Benedictine Monastic Order, 6<sup>C</sup>-11<sup>C</sup>  
Prince Henry the Navigator and Portugese Explorations  
The Formation of the Talmud, or the Bible or the Koran  
Roman Circuses  
The Conversion of Poland  
The Significance of Christian Sexual Ethics in the 3rd -5th Centuries  
Galileo, Science and the Church  
The Cult of Mithraism  
Hellenistic Science  
Pre Roman Celtic Culture in France, Germany etc.  
The Egyptian Economy  
Greek Colonies  
Renaissance Artists: Raphael etc.  
The Development of the English Bible  
Spanish Unification Under Ferdinand and Isabella  
Leaders in the Rise of Modern Science: Galileo etc.  
Viking Contributions to European Nation Building, 9th-12th Centuries  
Mesopotamian Religion, 3000-2000 B.C.  
The Frankish Christian Church 500-750 A.D.  
Italian City Politics in the Early Renaissance, Florence, Milan, Venice  
The Fall of Constantinople, 15<sup>C</sup>  
Monotheism and Masculinity  
The Life of Mohammad  
The Status of Women in Roman Law  
Naval Warfare in the Persian Wars  
Abortion, or Infanticides or Contraception in the Early Christian Church