Many have marked the speed with which Muad’ Dib learned the necessities of Arrakis. The Ben Gesserit, of course, know the basis of this speed. For the others, we can say that Muad’ Dib learned rapidly because his first training was how to learn. And the first lesson of all was the basic trust that he could learn. It is shocking to find how many people do not believe they can learn, and how many more find learning to be difficult. Muad’ Dib knew that every experience carries its lesson.

Frank Herbert, Dune

### Course Description:
This course examines the diversity of the development of humankind from the beginning of time to approximately the 14th century. We will study a variety of issues that have shaped the development of societies around the globe over the past several millennia including: the natures of the earliest human communities, the developments of the first complex societies and a wide variety of issues relevant for understanding the diversity of the social, cultural, political, and economic history of the pre-modern period. The underlying assumption of this course is that world history is a necessary conceptual tool for understanding the complexities of our interdependent and diverse world. Additionally, this course will emphasize understanding how historical conclusions are derived by providing you the opportunity to develop your own based on primary and secondary sources and comparative historical methods.

### Purpose/Goals

History 101 is part the General Education Core at LCSC because it teaches skills/concepts valuable for all majors. Here is what the LCSC catalog says your Gen Ed courses are designed to do.

"General education is intended to nurture the development of literate, well-informed graduates who are competent life-long learners. This is the basis of LCSC’s mission. General education "connects learning to life" by providing students with the skills, knowledge, and dispositions necessary for continued learning about their natural and social worlds, thinking clearly about them, communicating ideas about them effectively, and functioning comfortably in a variety of social institutions. These broad goals are part of all programs. The General Education Core Curriculum is the foundation for courses that students take in their major programs."

This course is designed to help you develop the competencies stipulated by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline (history).

ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

iii. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

This course is also designed to help you achieve required learning outcomes for the Diversity Component of the General Education Core. Upon successful completion of this course, you will be able to do the following:

1. Explain the effect of culture on individual and collective human behavior and perspectives.
2. Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
3. Differentiate key values, assumptions, and beliefs among diverse peoples.
4. Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds) shape the human experience.
5. Assess and utilize information about human diversity from a variety of sources.

By the end of the course, you should have a demonstrable understanding of World History to 1500. More generally, as a Social Science course, History 101 should help you to do at least some of the following:

- conduct social science/historical research
- think analytically about social/historical phenomena
- understand and apply social science/historical theories, concepts, and categories
- read and analyze works dealing with social science/historical issues
- write a clear, concise, and organized paper
- present ideas orally in a clear, concise, and organized fashion
- understand and evaluate evidence related to social/historical issues
- demonstrate a knowledge of the history and theory of social thought
- demonstrate a knowledge of major historical periods and social trends
- demonstrate an understanding of various cultural perspectives
- comprehend the social origins and significance of the diversity of human behavior

If this is your first year in college, then your primary mission is to figure out what the General Education Core is, how it works, and why it is important enough to be a requirement for every student on campus. You should be developing an answer to the following questions. What does it mean to be a “Generally Educated” person? What is the difference between your General Education and your Major/Minor? What are the connections between your General Education and your Major/Minor? Why would your LCSC faculty insist that you receive both a General Education as well as an instruction in your Major/Minor before agreeing to bestow the term “College Graduate” upon you?

**Required Readings**

  - There are five editions of *Worlds of History* Vol. 1 in circulation. This course is based on the 5th. You MUST have this edition.
- Bentley and Zeigler, *Traditions and Encounters: A Brief Global History* (Combined Volume)
  - There are many editions of this book. Any of them will work, as long as you either have the Combined Volume or Vol. 1.
- Various Internet Readings and Class Handouts
- [LCSC Online Writing Lab](#)
- [The Purdue Online Writing Lab](#)

**Reference/Study Guides**

- PRAXIS Study Guide: Social Studies and Citizenship Education
Grading and Evaluation

- Class Participation, Discussion, and Four Thought pieces 20%
- Four Map Quizzes 20% (5% each)
  - Map Quiz #1 Sept. 10
  - Map Quiz #2 Oct. 1
  - Map Quiz #3 Nov. 12
  - Map Quiz #4 Dec. 1
- Random Pop Quizzes Over Assigned Readings (20%)
- First Take Home Essay 20% Due Oct. 13
- Second Take Home Essay 20% Due Dec. 8

Course Requirements

Your grade in this course will be based on the following, which correspond to the General Education Learning Outcomes (GELOs) as noted in parentheses:

Classroom Participation, Discussion, and Four Thought pieces (20% overall): This course is heavily based on discussion and depends upon your active participation. Twenty percent of your overall grade will be based on your daily participation in our various classroom discussions over the week's assigned readings and topics. Attendance is the first step to gaining classroom participation points, but simply showing up is not good enough. You are expected to be in class on time and prepared to discuss the assigned readings/topics.

Four times during the semester you will write a 500 word "thought piece" based on the assigned reading material. These essays will focus on a question/issue that I will give you before hand and your answer will provide you something to discuss in class. Your job in these essays is to 1) demonstrate that you read the material by directly discussing at least ½ of the documents in the assigned chapter 2) demonstrate that you understood the material 3) demonstrate that you have thought about the material as it relates to this class and to the world around you. The care taken in creating these assignments will be reflected in the grade. I expect them to be written in a five paragraph essay style, properly formatted and proofread. These pieces will be graded based on thoughtfulness and clarity; there are no right or wrong answers. Each thought piece should be dated, contain a title (be creative) and a word count. (GELOs: i, ii, iii, iv, v, 1, 2, 3, 4, 5)

Map Quizzes (20% overall, 5% Each) You will take four map quizzes each worth 5% of your overall grade. (GELOs: i, ii, iv, v)

Random Pop Quizzes (20% overall): An indeterminate number of pop quizzes will be given in the class over the assigned readings for the day from Reilly's World of History. (GELOs: i, ii, iv, v, 1, 3, 4, 5)

Take Home Essays (40% overall, 20% Each): You will write two, four-six page (typed, double spaced) essays. Each will be worth 20% of your overall grade. You will receive a choice of topics for each essay and you will be expected to integrate the class readings, discussions and your own thoughts into a formal piece of writing on one of the topics. We will discuss the details of these essays in more detail later in the semester. (GELOs: i, ii, iii, iv, v, 1, 2, 3, 4, 5)

Late/Make Up Work: Assignments are due in class when I ask for them. Unexcused late papers will be marked as such and will receive a full grade deduction for every day late. Assignments placed under my office door will be deducted an additional grade. Essay's that do not meet the minimum length will not be accepted. Making up a map quiz requires either a prior arrangement with me, or a paperwork trail as indicated by the LCSC student handbook. Pop quizzes cannot be made up.

Attendance Policy: Excessive unexcused absences (more than two) will have a detrimental impact on your final grade at the rate of one grading increment (A, A-, B+, B, B-, C+, C, C-, D+, D, F) for every unexcused absence beyond two. It is your responsibility to make arrangements if life prevents you from turning in an assignment on time or requires you to be away from class for an extended period. If you miss a day of class ask a classmate what we covered and get any notes or assignments from them. I cover the material one time -- in class.

Grading Scale:
A = Reserved for those who consistently demonstrate sophisticated, content based historical thinking on paper and in class. Either your intellectual prowess blew me away as you completed the minimum course requirements or in the process of doing an excellent job on your minimum requirements, you also did several high quality optional assignments. (You decide which of these is a more likely route for you). An "A" is for folks who went far above and beyond their duties as a student of history this semester.

B = Reserved for those who often demonstrate sophisticated, content based historical thinking on paper and in class. Either you did what I asked and did an excellent job of it; or you did more than I asked and you did a decent job or better of it. A "B" is for students who went above and beyond their duties as a student of history this semester.

C = You did what I asked and you did a decent job of it. A "C" is an honorable grade and I hope to see you in HIST 102, because a 'C' in this class means you read, wrote, and thought about history for a significant portion of the semester.

D = You either didn't do all I asked or you didn't do a very good job of it. But, you have met enough of the minimum requirements for this course that it should fulfill one of the requirements for your Gen. Ed. Core.

F = You did not meet the minimum requirements (outlined in this document) to receive college level credit for this course. We probably don't need to dwell on what may have gone into earning this grade.

Academic Honesty: You are on your honor at all times and my presumption is that each of you is honest. However, the College does not tolerate academic dishonesty of any sort. All written work that you hand in -- essays and examinations -- must be exclusively your work. In addition to receiving a failing grade in this course, expect expulsion proceedings to begin if I have to waste my time gathering the evidence to prove you submitted work that was not yours. Contact me if you are not clear on this point.

A few matters of courtesy I ask of you.

- Please turn off your cell phones.
- Only use your lap top / web connection for purposes directly related to this course while class is meeting.
- Listen when someone else is talking.
- Refrain from doing homework, etc.. for another class while we meet.
- Don't arrive a few minutes late or visit the vending machine during class on a regular basis.
- Go do something else if you do not want to be here.

Disability Accommodations: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me. My office location and office hours are: . . . Students who request special accommodations should present a Faculty Notification Form from Disability Services which is located in the Student Counseling Center, RCH 111. Doug Steele is coordinator of Disability Services. If you have questions or concerns, please call extension 2211.

FERPA Statement: The Family Educational Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC's directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

Schedule

Due to the nature of this course this schedule will be revised as needed. Although some thought pieces are optional, the readings they cover are required -- expect to be called on and asked direct questions about the required readings for the day.

Week One 8/25-8/27 (Att. Ver. #1)
Discussion Topic(s): (T) Introductions to the Course, Each Other, and the Field of World History; (TH) What is History?

Assignment(s): (Due TH) TYPE a 250 word answer to the question, Why Study History? THEN, read your assignment. Take note of the areas of overlap between your answer and the readings. Also take note of the areas you mention that the readings do not discuss as well as the areas the readings discuss that you do not mention.

If you understand how to begin this assignment read no further. If you are having trouble getting started, spend a few moments reflecting on the role the study of history plays/should play in one's education. If the past is over, why bother examining it? What do you hope to learn as a student of history?

Primary and Secondary Source Readings: Why Study History? By Peter Stearns (See assignment above before reading)

Background Readings: Traditions and Encounters: Preface

Optional Resources:
- Online Presentation(s): Bridging World History UNIT 1: Maps, Time and World History; Bridging World History UNIT 2: History and Memory

Week Two 9/1-9/3 (Att. Ver. #2)

Discussion Topic(s): (T): The Origins of the Universe; Early Hominid Development; (TH): "Prehistory and the Origins of Patriarchy"

Assignment(s): (Due Th): Select one of the following topics for your 500 word TYPED thought piece.

1. Do the primary and secondary source readings for the week support the idea that patriarchy has always existed? Or do they suggest that patriarchy began at a particular point in time? Use at least four direct references to four different documents in the Reilly readings to demonstrate your point(s).

Primary and Secondary Source Readings: (Due T) Worlds of History Reilly, 1. Prehistory and the Origins of Patriarchy

QUESTIONS TO CONSIDER for "Prehistory and the Origins of Patriarchy"

Make note of the various characteristics that distinguish hunting and gathering societies, agricultural and pastoral societies, and urban societies from one another. What was life like in each type of society? When did large scale changes from one to another begin? How did those changes take place? Why did those changes take place? In what ways did human life improve? In what ways did it get worse? Specifically, how did the relations between men and women change over time?

In addition to telling us something about the nature of three different types of human societies the four documents in Worlds of History Chapter 1. Prehistory and the Origins of Patriarchy asks you to think about the utility of periodization schemes (grouping periods of time together and giving them names such as "Prehistory", Stone Age, etc.) and historical stage theory (all humans begin as hunter gatherers, then some of those become
farmers, and some of those farmers create sizable permanent villages, and a few of those sizable permanent villages become towns, etc.). What are the strengths and weaknesses of the 'stages' presented to you in this chapter?

The Reilly chapter’s title is “Prehistory and the Origins of Patriarchy.” What is meant by Prehistory? What is Patriarchy? And, based on our assigned readings for the week do you think that patriarchy has always been around, or do you think it developed at a particular point in time? Be prepared to explain.


**Optional Resources**:

- For *Worlds of History* Chapter 1. Prehistory and the Origins of Patriarchy
  - [This Old House by Ian Hodder](#): Reilly offers this as "A fascinating look at Catal Huyuk, one of the earliest Neolithic settlements, located in modern-day Turkey."
  - [The Mysteries of Catalhoyuk](http://www.smm.org/catal/): a fun interactive website oriented towards kids, but still good for adults

- **Online Presentation(s)**: Bridging World History [UNIT 4: Agricultural and Urban Revolutions](#) (Early Settlements, Agriculture, Pastoralism, and Complexity, Cities and Their Origins. 12,000 BCE to 100 CE). [Carl Sagan's Cosmic Calendar](http://www.smm.org/catal/) via YouTube; [Carl Sagan on Evolution](http://www.smm.org/catal/) via UTube; [Becoming Human](http://www.smm.org/catal/)

**Week Three 9/8-9/10**

**Discussion Topic(s)**: "The Urban Revolution and 'Civilization''

**Assignment(s)**: **Map Quiz #1** (TH)

**Primary and Secondary Source Readings**: (T) *Worlds of History* 2. The Urban Revolution and "Civilization"

**QUESTIONS TO CONSIDER for "The Urban Revolution and 'Civilization''**
- Which of the documents in this chapter is a primary source and which is a secondary? What are the pros/cons of each type of historical source?
- How did the Urban Revolution transform both Mesopotamian and Egyptian societies?
- What are the major differences between Mesopotamian and Egyptian civilizations?
- What is "civilization" and what issues must we keep in mind when comparing one civilization to another?


**Optional Resources**

- For *Worlds of History* 2. The Urban Revolution and "Civilization"
Week Four 9/15-9/17

Discussion Topic(s): (T) Harappan Society; (TH) "Identity in Caste and Territorial Societies"

Assignment(s): TBA

Primary and Secondary Source Readings: (T) Worlds of History 3. Identity in Caste and Territorial Societies

QUESTIONS TO CONSIDER for "Identity in Caste and Territorial Societies"
- According to the McNeil, Indians choose to organize themselves socially based on a Caste system and Greeks choose to organize themselves socially based on Territorial Sovereignty. McNeil further argues that these two distinct social models help explain why Indians develop transcendental religious ideas and Greek develop the idea of natural law. What is Caste? What is Territorial Sovereignty? And how does a societies form of social organization influence it's cultural development according to McNeil?
- How do the primary sources help us to understand what McNeil means?


Optional Resources

- For Worlds of History 3. Identity in Caste and Territorial Societies
  - Internet Indian History Sourcebook from Fordham University. "Provides a wide range of Websites on Indian History, art, and culture."
  - The Perseus Digital Library from Tufts University. "Offers complete texts in Greek, Latin, and English as well as maps, art, and links."

Week Five 9/22-9/24

Discussion Topic(s): (T) "Classical Civilization and Empires", (TH) Continued

Assignment(s): (Due T ) Select one of the following topics for your 250-500 word TYPED thought piece.

(Due T) Were the ancient Roman and Chinese empires more alike or more different? Explain using at least two direct references to the Reilly readings to demonstrate your point(s).

Primary and Secondary Source Readings: (T) Worlds of History: 4 Classical Civilization
and Empires

QUESTIONS TO CONSIDER for "Women in Classical Societies"
- What was it like for men and women living in Classical China and Rome?
- How did patriarchy work in Classical China and Rome?
- What kinds of freedom or status did the patriarchies of Classical China and Rome allow women?
- In what ways are Classical China and Rome different?
- Do these sources suggest that patriarchy increased or diminished with the rise of the ancient cities?
- Each primary source in this chapter reflects a historical moment. Place that historical moment in the context of a larger historical process through the Hughes and Hughes reading.


Week Six 9/29-10/1

Discussion Topic(s): (T) "Women in Classical Societies" (TH) Historical Writing

Assignment(s): Map Quiz #2 (TH)

Primary and Secondary Source Readings: (T) Worlds of History Ch. 5: Women in Classical Societies

QUESTIONS TO CONSIDER for "Women in Classical Societies"
- What was it like for men and women living in Classical China and Rome?
- How did patriarchy work in Classical China and Rome?
- What kinds of freedom or status did the patriarchies of Classical China and Rome allow women?
- In what ways are Classical China and Rome different?
- Do these sources suggest that patriarchy increased or diminished with the rise of the ancient cities?
- Each primary source in this chapter reflects a historical moment. Place that historical moment in the context of a larger historical process through the Hughes and Hughes reading.


Week Seven 10/6-10/8

Discussion Topic(s): (T) "Tribal to Universal Religion" (TH) Required Peer Review

Assignment(s): (TH) 1,000 Word TYPED draft of first formal essay

Primary and Secondary Source Readings: (T) Worlds of History 6. Tribal to Universal Religion (TH) Writing an Essay (that has an argument, supporting evidence, and historical analysis)

QUESTIONS TO CONSIDER for "Tribal to Universal Religion"
- In Reilly Chapter 6 we are presented with several primary sources as evidence of religions that transformed from "Tribal" to "Universal" Religions, explain where you see evidence of such a transformation in the documents.

**Optional Resources**

- From Jesus to Christ: "This FRONTLINE series is an intellectual and visual guide to the new and controversial historical evidence which challenges familiar assumptions about the life of Jesus and the epic rise of Christianity".
- Islam: Empire of Faith: "This site addresses the history of different civilizations in the Islamic World."

- **Online Presentation(s)**: Bridging World History UNIT 5: Early Belief Systems (Shinto, Early Greece and China, Judaism and Zoroastrianism and Hinduism. 600 BCE - 600 CE)

**Week Eight 10/13-10/15**

Discussion Topic(s) Characteristics of the Medieval Period; Comparative Medieval Civilization Table

Assignment(s): (T) First Formal Essay; (TH) TBA

"Encounters and Conversions: Monks, Merchants, and Monarchs";

Primary and Secondary Source Readings: (TH) Worlds of History 7. The Spread of Universal Religions

**QUESTIONS TO CONSIDER** for "The Spread of Universal Religions"
- How are religious ideas affected by political, social, and economic forces?
- How are political, social, and economic forces affected by religious ideas?
- How did cultures and religions spread throughout Eurasia between 400 BCE and 400 CE?
- Why did cultures and religions spread throughout Eurasia between 400 BCE and 400 CE?
- What makes a people convert to a "foreign" religion?


**Optional Resources**

- For Worlds of History 7. Encounters and Conversions: Monks, Merchants, and Monarchs
  - From Jesus to Christ: "This FRONTLINE series is an intellectual and visual guide to the new and controversial historical evidence which challenges familiar assumptions about the life of Jesus and the epic rise of Christianity".
  - Islam: Empire of Faith: "This site addresses the history of different civilizations in the Islamic World."

- **Online Presentation(s)**: Bridging World History UNIT 7: The Spread of Religions (Buddhism, Christianity, Islam. 600BCE - 1200 CE)

**Week Nine 10/20-10/22**

Discussion Topic(s) Characteristics of the Medieval Period; Comparative Cultural History of Love and Marriage
Assignment(s): Comparative Medieval Civilization Table


QUESTIONS TO CONSIDER
- What do your selected documents tell you about the political characteristics of the various civilizations?
- What do your selected documents tell you about the economic characteristics of the various civilizations?
- What do your selected documents tell you about the cultural characteristics of the various civilizations?
- What do your selected documents tell you about the social characteristics of the various civilizations?


Optional Resources

- For Worlds of History 8. Medieval Civilizations
  - Internet Islamic History Sourcebook from Fordham University.
  - "An exhibition on life in the Middle Ages" by Annenberg/CPB.

- For Worlds of History 9. Love and Marriage
  - Debra Schwartz of California Polytechnic State University. Reilly says there is an explanation of Medieval European ideas of chivalry and courtly love on this page, but I couldn't find it. But there is a lot of neat stuff on the Medieval period of European History in general.

- Online Presentation(s): Bridging World History UNIT 8: Early Economies (Europe & Japan, China, Inka. 1000 - 1500); Bridging World History UNIT 9: Connections Across Land (Eurasian Silk Road, Trans-Saharan Gold Road, Mesoamerican Turquoise Roads. 200 BCE - 1000 CE)

- Online Presentation(s): Bridging World History UNIT 13: Family and Household (The Confucian Family, The Early Islamic Family, The European Family. 500 BCE - 1750)

Week Ten 10/27 - 10/29 [Guzman takes almost a full day; Vikings a full day, and Mongols a Full Day]

Discussion Topic(s) The Role of "Barbarians" in World History

Assignment(s): (T) After reading Guzman and your other assigned documents write a 250-500 word thought piece that quickly explains: The main point(s) of the Guzman Document; whether or not the Cunliffe document supports those points; and how your primary source selection(s) shed lights on the question, were the "Barbarians" were either a Negative or Positive Factor in Ancient and Medieval History.

Primary and Secondary Source Readings: Worlds of History 11. "Raiders of Steppe and Sea: Vikings and Mongols"
QUESTIONS TO CONSIDER for "Raiders of Steppe and Sea: Vikings and Mongols"
- What are the main points of the Guzman document?
- Does the Cunliffe's document support Guzman's main points?
- Do the primary sources in the chapter support Guzman’s argument?

Background Readings: Traditions and Encounters 18. Nomadic Empires and Eurasian Integration, 19. States and Societies in Sub-Saharan Africa, 20. Western Europe in the High Middle Ages

Optional Resources
- For Worlds of History 11. "Raiders of Steppe and Sea: Vikings and Mongols"
  - Dschingis Khan U Tube Video -- 1979 German Disco hit
  - The Realm of the Mongols!
  - Viking Ships
- Online Presentation(s): Bridging World History UNIT 10: Connections Across Water (The Indian Ocean World, The Vikings, The Mississippians. 200 BCE-1500); Bridging World History UNIT 11: Early Empires (The Mongol Empire, The Mali Empire, The Inka Empire. 1200-1500)

Week Eleven 11/3-11/5 [Crusades = 1 day]
Discussion Topic(s): The First Crusade

Primary and Secondary Sources: (TH) Worlds of History 10. The First Crusade

QUESTIONS TO CONSIDER for "The First Crusade"
- What kind of story does each of your documents tell about the first crusade?
- How is the story itself told in each of your documents?

Background Readings: Traditions and Encounters 18. Nomadic Empires and Eurasian Integration, 19. States and Societies in Sub-Saharan Africa, 20. Western Europe in the High Middle Ages

Optional Resources
- For Worlds of History 10. The First Crusade
- The ORB: On-line Reference Book for Medieval Studies lots of material for extra reading
- Good set of documents on the first crusade

Week Twelve 11/10-11/12 Tuesday -- Election Day
Discussion Topic(s) "The Black Death" [1 day]

Assignment(s): (TH) Map Quiz #3


QUESTIONS FOR CONSIDERATION FOR "The Black Death"
- What appears to be the cause(s) of the Black Death?
- What appear to be the effect(s) of the Black Death?

**Additional Resources**

- Worlds of History 12. "The Black Death"
  - Plague and Public Health in Renaissance Europe interesting document collection.

- **Online Presentation(s):** Bridging World History UNIT 12: Transmission of Traditions (Islamic Spain, Confucian Korea, Oral Traditions in West Africa. 500 - 1500)

**Week Thirteen** 11/17-11/19 [White and Images = One Day; Shaffer and Diamond = 1 day]+

**Discussion Topic(s)** Ecology, Technology, and Science

**Assignment(s):** (T) White, Schaeffer, and Diamond are each postulating a different type of historical theory. Type a 250-500 word thought piece that describes the type(s) of historical debate(s) you see as possible between White and ______ (Schaefer or Diamond).


**QUESTIONS TO CONSIDER for Ecology, Technology, and Science**
- What are the main points of White's document? What historical theory is he postulating?
- What are the main points of Schaeffer's document? What historical theory is she postulating?
- What are the main points of Diamond's document? What historical theory is he postulating?
- What type of historical debate do you see as possible between the White and ______ (Schaefer or Diamond).
- Do the rest of the documents in the chapter support any position over another?

**Background Readings:** *Traditions and Encounters* 22. Reaching Out: Cross-cultural Interactions

**Thanksgiving Break** 11/24 - 11/26

**Week Fourteen** 12/1 - 12/3

**Discussion Topic(s):** Writing an Argumentative Essay (that has a thesis, supporting evidence, and historical analysis)

**Assignment(s):** (T) Map Quiz #4 (TH) 1,000 Word TYPED draft of second formal essay

**Primary and Secondary Source Readings:** None

**Background Readings:** None
Week Fifteen 12/8 - 12/10

Discussion Topic(s): TBA

Assignment(s): (T) Second Formal Essay Due