

## 1: Why History Is Important | History News Network

*The Importance of History in Our Own Lives These two fundamental reasons for studying history underlie more specific and quite diverse uses of history in our own lives. History well told is beautiful.*

Summary Answering two objections to History One common objection that historians encounter is the instant put-down that is derived from Henry Ford I, the impresario of the mass automobile. In he stated sweepingly: Nonetheless, this is the phrasing that is attributed to Ford and it is this dictum that is often quoted by people wishing to express their scepticism about the subject. Well, then, what is the use of History, if it is only bunk? This rousing old-fashioned term, for those who have not come across it before, is derived from the Dutch *bunkum*, meaning rubbish or nonsense. Inwardly groaning, historians deploy various tactics in response. One obvious reaction is to challenge the terms of the question, in order to make questioners think again about the implications of their terminology. To demand an accountant-style audit of the instant usefulness of every subject smacks of a very crude model of education indeed. It implies that people learn only very specific things, for very specific purposes. For example, a would-be voyager to France, intending to work in that country, can readily identify the utility of learning the French language. Humans do not just learn gobbets of information for an immediate task at hand. And, much more fundamentally, the past and the present are not separated off into separate time-ghettos. Thus the would-be travellers who learn the French language are also learning French history, since the language was not invented today but has evolved for centuries into the present. And the same point applies all round. The would-be travellers who learn French have not appeared out of the void but are themselves historical beings. Their own capacity to understand language has been nurtured in the past, and, if they remember and repeat what they are learning, they are helping to transmit and, if needs be, to adapt a living language from the past into the future. Learning the French language is a valuable human enterprise, and not just for people who live in France or who intend to travel to France. Similarly, people learn about astronomy without journeying in space, about marine biology without deep-sea diving, about genetics without cloning an animal, about economics without running a bank, about History without journeying physically into the past, and so forth. The human mind can and does explore much wider terrain than does the human body though in fact human minds and bodies do undoubtedly have an impressive track record in physical exploration too. Huge amounts of what people learn is drawn from the past that has not been forgotten. But the second criticism levelled at the subject is that it is basic and boring. In other words, if History is not meaningless bunk, it is nonetheless poor fare, consisting of soul-sapping lists of facts and dates. Further weary sighs come from historians when they hear this criticism. It often comes from people who do not care much for the subject but who simultaneously complain that schoolchildren do not know key dates, usually drawn from their national history. Such pedagogic styles are best outlawed, although the information that they intended to convey is far from irrelevant. Facts and dates provide some of the basic building blocks of History as a field of study, but on their own they have limited meaning. Take a specific case. It would be impossible to comprehend 20th-century world history if given nothing but a list of key dates, supplemented by information about say population growth rates, economic resources and church attendance. On its own, information is not knowledge. That great truth cannot be repeated too often. Having access to abundant information, whether varnished or unvarnished, does not in itself mean that people can make sense of the data. In his novel *Hard Times*, 1 he invented the hard-nosed businessman, Thomas Gradgrind, who believes that knowledge is sub-divided into nuggets of information. In the Dickens novel, the Gradgrindian system comes to grief, and so it does in real life, if attempts are ever made to found education upon this theory. People need mental frameworks that are primed to understand and to assess the available data and “as often happens” to challenge and update both the frameworks and the details too. So the task of educationalists is to help their students to develop adaptable and critical minds, as well as to gain specific expertise in specific subjects. Above all, History students expect to study for themselves some of the original sources from the past; and, for their own independent projects, they are asked to find new sources and new arguments or to think of new ways of re-evaluating known sources to generate new arguments. Such educational processes are a long, long way

from memorising lists of facts. Such exercises are memory tests but not ways of evaluating an understanding of History. Noting two weak arguments in favour of studying History Some arguments in favour of studying History also turn out, on close inspection, to be disappointingly weak. These do not need lengthy discussion but may be noted in passing. But that says absolutely nothing about the content of the subject. These are abilities that History as a field of study is particularly good at inculcating. Nevertheless, the possession of analytical and interpretative skills is not a quality that is exclusive to historians. The chief point about studying History is to study the subject for the invaluable in-depth analysis and the long-term perspective it confers upon the entire human experience – the component skills being an essential ingredient of the process but not the prime justification. That response says something but the first phrase is wrong and the conclusion is far too weak. It implies that understanding the past and the legacies of the past is an optional extra within the educational system, with cultural value for those who are interested but without any general relevance. Such reasoning was behind the recent and highly controversial decision in Britain to remove History from the required curriculum for schoolchildren aged 14 – Yet, viewing the subject as an optional extra, to add cultural gloss, seriously underrates the foundational role for human awareness that is derived from understanding the past and its legacies. Dropping History as a universal subject will only increase rootlessness among young people. The decision points entirely in the wrong direction. Instead, educationalists should be planning for more interesting and powerful ways of teaching the subject. Celebrating the strong case for History Much more can be said – not just in defence of History but in terms of its positive advocacy. The best response is the simplest, as noted right at the start of this conversation. Here it should be reiterated that the subject is being defined broadly. In this discussion, History with a capital H means the academic field of study; and the subject of such study, the past, is huge. In practice, of course, people specialise. Indeed, the boundaries between the specialist academic subjects are never rigid. Legacies from the past are preserved but also adapted, as each generation transmits them to the following one. Sometimes, too, there are mighty upheavals, which also need to be navigated and comprehended. And there is loss. Not every tradition continues unbroken. But humans can and do learn also from information about vanished cultures – and from pathways that were not followed. The metaphor is not one of fixation, like dropping an anchor or trying to halt the flow of time. Another way of putting it is to have secure roots that will allow for continuity but also for growth and change. Nothing, indeed, can be more relevant to successful functioning in the here-and-now. The immediate moment, known as the synchronic, is always located within the long-term unfolding of time: And the converse is also true. The long term of history always contributes to the immediate moment. Hence my twin maxims, the synchronic is always in the diachronic. The present moment is always part of an unfolding long term, which needs to be understood. The diachronic is always in the synchronic: As living creatures, humans have an instinctive synchro-mesh, that gears people into the present moment. But, in addition to that, having a perspective upon longitudinal time, and history within that, is one of the strengths of the alert human consciousness. It may be defined as a parallel process of diachro-mesh, to coin a new term. On the strength of that experience, societies and individuals assess the long-term passage of events from past to present – and, in many cases, manage to measure time not just in terms of nanoseconds but also in terms of millennia. If educational systems do not provide a systematic grounding in the study of History, then people will glean some picture of the past and the role of themselves, their families, and their significant associations which include everything from nations and religions to local clubs and neighbourhood networks from a medley of other resources – from cultural traditions, from collective memories, from myths, rumours, songs, sagas, from political and religious teachings and customs, from their families, their friends, and from every form of human communication from gossip to the printing press and on to the web. People do learn, in other words, from a miscellany of resources that are assimilated both consciously and unconsciously. But what is learned may be patchy or confused, leaving some feeling rootless; or it may be simplified and partisan, leaving others feeling embattled or embittered. A good educational system should help people to study History more formally, more systematically, more accurately, more critically and more longitudinally. By that means, people will have access to a great human resource, compiled over many generations, which is the collective set of studies of the past, and the human story within that. Humans do not learn from the past, people sometimes

say. People certainly do not learn from the future. And the present is so fleeting that everything that is learned in the present has already passed into the past by the time it is consolidated. Of course humans learn from the past – and that is why it is studied. The repentance of Henry Ford: It has remained in circulation for 90 years since it was first coined. And it exemplifies a certain no-nonsense approach of the stereotypical go-ahead businessman, unwilling to be hide-bound by old ways. But Ford himself repented. He faced much derision for his apparent endorsement of know-nothingism. Some business leaders may perhaps affect contempt for what has gone before, but the wisest among them look to the past, to understand the foundations, as well as to the future, in order to build. Indeed, all leaders should reflect that arbitrary changes, imposed willy-nilly without any understanding of the historical context, generally fail. There are plenty of recent examples as well as long-ago case-histories to substantiate this observation. Politicians and generals in Iraq today – on all sides – should certainly take heed. He had spent the previous 15 years testing a variety of horseless carriages. It took a lot of human history to create the automobile. So the next invention that followed upon his innovations provided synchro-mesh gearing for these new motorised vehicles – and that change itself occurred within the diachro-mesh process of shared adaptations, major and minor, that were being developed, sustained, transmitted and revolutionised through time. Later in life, Henry Ford himself became a keen collector of early American antique furniture, as well as of classic automobiles. In this way, he paid tribute both to his cultural ancestry and to the cumulative as well as revolutionary transformations in human transportation to which he had so notably contributed. Moreover, for the Ford automobile company, there was a further twist in the tale.

### 2: Gutenberg College Great Books.

*Studying history is important because it allows us to understand our past, which in turn allows us to understand our present. If we want to know how and why our world is the way it is today, we.*

May 15, by C. Paris Studying a subject that you feel is pointless is never a fun or easy task. Check out this course on how to motivate unmotivated students for some tips. What do we mean by history? Well, according to the dictionary definition, history is the study of past events, more specifically connected to human affairs. Academically, history is an umbrella term that encompasses so many different fields of study. What each and one of them have in common is the goal of tracing narratives of past events, and analyzing the patterns that emerge as a way to provide perspective on our past. A historian of the American Civil Rights movement might focus on the cause and effects a long history of slavery in the United States had on the racially marginalized in the years after. There are many different kinds of history though, and the borders are not limited by country: Learning to learn can be tough – check out this course on how to get motivated to learn. How you choose to use history is another story, and all depends on what you find most important about it. Which brings us back to our original question: History grounds us in our roots. History is an important and interesting field of study because it grounds each and every one of us in our roots. Ethnic, national, and cultural identity are all very real things, and studying the history of our hometowns, home countries, and related regions can give us a deeper, more meaningful glimpse into our ancestral pasts, and how we got to where we are today. Many people feel like they need a sense of cultural belonging, which is something that studying your roots and embracing both the traditional and modern variants of your culture can provide. One of the best parts about embracing an identity is sharing the qualities, traditions, and philosophies of that culture with others, and celebrating the overlaps and differences. Studying history can also give us insight into why our culture does certain things, and how the past has shaped it into what we know now. This relates directly to our next reason why history is important, which is 2. History helps us understand change. History is a continuous documentation of our past, including great triumphs and grave mistakes. By examining chains of events, and how one small occurrence can spark countless, invaluable incidents or one devastatingly large one, we begin to understand the nature of change. Take for the story of World War I. Over 37 million people died as a result of this conflict, and it all began because a Yugoslav nationalist assassinated the archduke of Austria in June. Of course, other things factored in, such as rising imperialist tensions, but the fact that this one event could jump-start a war that would affect so many is fascinating, devastating, and very important to understand. One small thing in the grand scheme of things can leave such destruction in its wake. It makes you ponder the power that a few good deeds can have instead. History reveals patterns in our pasts. Another way this lesson of change is important is by helping us understand the patterns that arise in our shared timeline. History repeats itself, as the saying goes. We have made so many mistakes throughout our history, and yet we are always making the same exact ones. Why do you think that is? Even if the powers that be continue to make the same mistakes in fact, because they do, it is so important that people who have the right to learn and school themselves study history. Being aware of the politics and the human nature behind historical events can help us draw parallels between what happened then, and what is happening now, and what we can possibly do to prevent negative outcomes in the future. Only by having a firm grasp on history can we tackle the kinds of political or social reform that we want to see happen. History gives us insight into how certain laws and societal standards came to be, the effects that they have had on what kinds of people, and the efforts taken by folks in the past who have fought for exactly the thing you are today. With this knowledge, we can cite the relevant information we need to highlight the problem, better express why it is a harmful issue that needs addressing, and try new things that have not been done before to combat it. This is the foundation of activism and reform. If you still need that extra push to feel motivated, get some help with this course on the value of learning. History makes us more empathetic. Launching off the idea of history providing a framework by which activism can flourish, it also provides a rather strong foundation for empathy across cultures. Fear and hatred for others is usually caused by ignorance. This ties in a bit with the activism thing, actually! Everyone

knows that various media outlets have their own agendas, trying to push certain ideas on us and passing them as fact. If we have a grasp on history, then we have the power to question what the people in charge claim is true. But someone who has studied the Middle East might have a deeper and more empathetic outlook on the cultures that exist there. What sounds better to you? Believing everything you hear, or having the power to criticize and empathize on your own accord? History can inspire us to learn more. Finally, history is important because it is a long, nearly endless collection of stories, lessons, and philosophies to learn. There is bound to be something meaningful in history for everyone, whether that be a source of identity, a feeling of hope or inspiration, or even something like an idea for your next book or movie! Look up Lange, and you might learn a thing or two about the early developments of documentary photography. Or maybe you end up straying from photography, and discover the history of realist painters in America. Learn a thing or two about art history in this course on the Renaissance to modern day , or go even further back to prehistoric art with this course. Like I said, it can go anywhere, and there is something in there for absolutely anybody.

### 3: Why is history important

*History is the study of the past, is the job of people who want to know about important things that changed the course of a person, a state, a country or the world. History is the most vital evidence to figure out ways to make or lives more comfortable and a compromise to make a change for a better future.*

Contact Author Why Study History? What would music be without Beethoven? In every subject that my students threw at me, there was a tie to history. Because there is history behind everything. In fact, the question itself is a relatively recent phenomenon. Many cultures throughout time have not questioned the study of history; it was simply part of the rounded curriculum. Ancient cultures devoted a significant amount of time and effort to study history, believing that the past helps a child understand who he or she is as a person. It also helped them to understand their place in society and how to become contributing members. Everywhere you look, there is history. Aside from that, there are a lot of great reasons that we should study history and encourage schools to continue to teach history to our children. How would you describe yourself to someone who never met you? Time reveals many things: Your personal history shapes who you are, from your beliefs to your tastes in food. These individual experiences generate a highly unique story that - although it may share similarities with other individuals - is entirely your own. Combine these individual stories - in fact, combine hundreds or thousands of them - and you begin to have what we call "collective memory. History is a form of collective memory; usually, one that has been intensively studied and refined to ensure that the stories form a true narrative of events, usually supplemented by individual stories. Thus, history is the story of us and can teach us who we are, where we come from, and perhaps reveal where we want to go. History also gives us an asset not found in more systematic subjects like science: Time reveals things we may not have seen in the present: History also keeps us from oversimplifying our experiences, showing us that every decision we make is a culmination of our past decisions and that there are always multiple factors - some obvious, some not - at work. On a more personal level, history helps us understand our "risk factors. To understand how to avoid problems that our family faces, we have to look at why those problems started in the first place. And this helps us relate to other people, by showing us how our different experiences can result in people who believe entirely different things. Understanding that helps you to understand - and even accepting - differences. Source Political Intelligence In addition to helping us understand who we are, history helps us become informed, active citizens of the world and of our home countries. Knowing this collective memory is a key to becoming an informed citizen. And being an informed citizen is essential to a democratic society. It encourages people to actively participate and debate, helping to refine our core beliefs and, possibly, challenge old beliefs that are no longer relevant. As Etienne Gilson states, "History is the only laboratory we have in which to test the consequences of thought. Why was there a war in Iraq and why did it matter to countries on the other side of the world? Why did such a regime ever exist, and should it have been allowed to exist for so long? We must look to history - and into how religion, politics, environment, and colonialism shaped the Middle East - to understand why such events are accepted and why people believe that religion and politics should mix. How to Compare Multiple Versions History also helps teach us how to look at multiple solutions to any problem by comparing multiple versions of events. If there were two solutions to a problem, how would you choose? You would likely base your choice on past experiences or the advice of others based on their past experiences. Thus, history helps us learn how to compare multiple versions of the same event or multiple solutions to a problem. Such a skill is valuable in a variety of fields, including human resources, conflict resolution, statesmanship, and any other activity that requires considering multiple points of view. This skill also helps increase our ability to empathize with other individuals, because we learn that no two people experience the same event in the exact same way. History also teaches us that history itself is subjective. It was often written by the "winners," with other accounts either hidden or lost to time. It shows us that multiple accounts of the same events can exist - like the Bible and the Dead Sea Scrolls. Good history classes, therefore, require more than recitation. They require a grounding in historical methods: Source History Teaches Values Additionally, history teaches us values. Through history,

children learn that people throughout the world are—and have always been—different and yet strikingly similar. We have lived and believed in different ways, but we all have the same essential needs. Our version of history also helps shape our values. Children raised in a communist state may grow up believing that the communist regime is much better than any other past political rule, because that is what the communist state dictates such as Soviet Russia, and this profoundly affects how children view other world cultures and political systems like democracy. Such values are also evident in our myths and legends. These stories come to us from the past, as both a warning and a guide to moral behavior. Typically, these stories are based on historical characters. The legend of King Arthur—both a means of escapism and a means of instilling moral code—is one example. Society is thus shaped by what came before. Very few events are truly "global" -- and understanding the "non-global" is a key to understanding why I like Barbie but a Middle Eastern nation would ban it. Develop Your Skills Finally, history teaches students many skills that can help them in their chosen fields and in their general lives. Specifically, reading from different time periods. Opening your mind to new uses of language can be a good skill, both in learning foreign languages and for those law students who seem to study archaic versions of wording sentences so that no one can understand them. How to not just repeat what someone else said, but to analyze information from multiple sources and come up with your own conclusions. Being able to form your own opinions and effectively argue those opinions with others. Anyone can say "yes" or "no. And could that "proof" point to other conclusions? In history class, you will research - primary and secondary sources. You will learn how to determine whether a source is reliable or not, as well as how to find sources within sources. Yes, history has numbers. There are not many historians out there who will admit to it, but spreadsheets help us in analyzing data as much as they help economists. We look for patterns: These patterns help us find out why things happened. So yes, there are numbers. How do we know that the "facts" of history are facts? If so, how do we find the facts? Taking life with a grain of salt. When you combine the above skills, you learn that not everything is as it seems. History is written by the victors, so history class will teach you that what the textbook says, and what really happened, could be two drastically different things. Or we may never know, and you have to accept that. History, despite popular belief, can be fun! Give me a topic and there will be a history behind it, somewhere. The funnest part is digging it up. You never know what you will find.

### 4: Why is History Important? An Overview For the Reluctant Learner

*History is important because it helps us to understand the present. If we will listen to what history has to say, we can come to a sound understanding of the past that will tell us much about the problems we now face.*

What is the importance of history? Imagine if we did not learn from our and others mistakes and repeated the holocaust or the civil war again and lose thousands of lives because we did not pay attention to our history. History is important as it covers a huge spectrum of human activities including arts- literature, architecture, politics, painting and many others. We have to consider our past to build our future because we learn from our past mistakes. We learn to improve by learning from past mistakes. Through history we learn about our culture, tradition and moral values. Why history is important? To know tomorrow, we see today as yesterday. History is a road that gets fuzzy and hard to remember the further you look back but to forget is a crime in itself. History helps us understand why things happen in our world the way they do. Although technology, music, and fashion has changed considerably, the nature of greed, lust, and power have not. A study of history can give us insight into human nature, which can be extremely valuable for those who aspire to be leaders. Because without it we wouldn't learn from the mistakes others have made. What is importance of history? Men even influenced history even in victory or in defeat. Our country right now is seeing its " fall of the Roman Empire. Your life and your children will suffer through a lot it will be disaster that we may never recover from. That is the importance of history. History is important because it gives us knowledge about a persons past, or events that have occurred. Why is history important to the Jews? There were so many different incidents that they dealt with that it will shock you if you were ever to see.. Why is history important in Judaism? In the Torah, the historical narrative relates how God created the world and how the Israelites came to be. This gives us a context for the world around us and for our own identity. The lives of the Forefathers Abraham, Isaac, and Jacob, and their wives are replete with lessons and role-models for us. In the words of the prophets, historical narrative is interwoven with the rest of the text. It shows why the prophecies were made and how they became fulfilled. Why is history important to you? History is important for all of us. We can only improve our present if we know our past. We can improve some of the blunder mistakes that we made. History also refers to the prosperity of a country. We can also know how much our country was prosperous. We can know who ruled our country in past. We can also learn great things about the kings, battles, wars, our mistakes and much more. History also tells who invented what? How will u feel if u invented something and people just forgets u? Bad Bad very Bad. It only depends upon u how u make it interesting or boring. Answer 2 So that you can help to avoid repeating its mistakes. The exact opposite is true, History IS important.

### 5: 25 Reasons why history is important? | Yahoo Answers

*Best Answer: History is important because WE ARE the past: we are the sum of all the events--good, bad, and indifferent--that have happened to us. This sum product guides our actions in the present. This sum product guides our actions in the present.*

Museum To examine original artefacts and primary source material Primary research can lead to new insights and discoveries. Archaeological Site To conduct, direct or examine new excavations. Understand the significance of archaeological sites. Meetings with government ministers and funding bodies. To advocate on behalf of protected sites, educational facilities and future research funding. To ensure that important historical artefacts and research projects are protected and funded. School, College, University To teach, lecture and tutor. Ensuring that a new generation of historians are educated and enthused. Her Desk To write papers and books To publish and share the results of research with others. Historians can be involved in a very wide variety of different activities. These activities they undertake in the course of their work can even involve travelling all over the world or make them into television celebrities! If you are interested in becoming a historian then here is what you will need to do: Join your local Historical Society. So it is important that you study hard to achieve your goals. It is also important to show an interest outside your academic studies and keep a portfolio of any activities and visits that you undertake. It is not easy to become a professional historian but if you are passionate and determined it can be a fascinating and rewarding career. Aside from the academic achievements that we have looked at above, it takes a certain kind of person to make really good historian. These are some of the qualities that you should have to be successful in this field: You need to be the sort of person who is always asking, "Why? As you will often have to deal with people from all sections of society, good interpersonal skills are a must. You need to know how to listen and communicate well. Excellent written language skills. Half your job is going to be finding things out. The other half is going to be writing about it in a way that other academics and the public can understand, so a good command of written English is very important. A love of people and human stories. After all, that is the subject of your study. You need to be passionately interested maybe even a little nosy! There are many other qualities - such as being well organized and a good timekeeper and so on - that you would need to be a good professional historian but the ones listed above are likely the most important of them all. A Last Word I hope you have enjoyed finding out a bit more about what history is, how we study it and what historians get up to for a living! And do you know what I think is one of the most exciting things about it? The history of the future is whatever we do now. History Poll Do you think history is important?

### 6: Edward Rutherford || WHY IS HISTORY IMPORTANT ? || Official Site

*History is the huge succession of events that created us. You can look at it, if you like, in the same way as you do a family tree, tracing back to your two parents, four grandparents, and so on. You can't begin, I suggest, to know about yourself, to understand the present, the way we live and why, until you understand something of your roots.*

**Protohistory** The history of the world is the memory of the past experience of Homo sapiens sapiens around the world, as that experience has been preserved, largely in written records. By "prehistory", historians mean the recovery of knowledge of the past in an area where no written records exist, or where the writing of a culture is not understood. By studying painting, drawings, carvings, and other artifacts, some information can be recovered even in the absence of a written record. Historians in the West have been criticized for focusing disproportionately on the Western world. The line of demarcation between prehistoric and historical times is crossed when people cease to live only in the present, and become consciously interested both in their past and in their future. History begins with the handing down of tradition; and tradition means the carrying of the habits and lessons of the past into the future. Records of the past begin to be kept for the benefit of future generations. Firstly, it can refer to how history has been produced: Secondly, it can refer to what has been produced: Thirdly, it may refer to why history is produced: As a meta-level analysis of descriptions of the past, this third conception can relate to the first two in that the analysis usually focuses on the narratives, interpretations, world view, use of evidence, or method of presentation of other historians. Professional historians also debate the question of whether history can be taught as a single coherent narrative or a series of competing narratives. Or the nation state? Are there broad patterns and progress? Is human history random and devoid of any meaning? This section does not cite any sources. Please help improve this section by adding citations to reliable sources. Unsourced material may be challenged and removed. January Learn how and when to remove this template message

**Philosophy of history** is a branch of philosophy concerning the eventual significance, if any, of human history. Furthermore, it speculates as to a possible teleological end to its development—that is, it asks if there is a design, purpose, directive principle, or finality in the processes of human history. Philosophy of history should not be confused with historiography, which is the study of history as an academic discipline, and thus concerns its methods and practices, and its development as a discipline over time. Nor should philosophy of history be confused with the history of philosophy, which is the study of the development of philosophical ideas through time.

**Historical methods** A depiction of the ancient Library of Alexandria

**Historical method basics** The following questions are used by historians in modern work. When was the source, written or unwritten, produced date? Where was it produced localization? By whom was it produced authorship? From what pre-existing material was it produced analysis? In what original form was it produced integrity? What is the evidential value of its contents credibility? The first four are known as historical criticism; the fifth, textual criticism; and, together, external criticism. The sixth and final inquiry about a source is called internal criticism. The historical method comprises the techniques and guidelines by which historians use primary sources and other evidence to research and then to write history.

Herodotus of Halicarnassus BC ca. However, his contemporary Thucydides c. Thucydides, unlike Herodotus, regarded history as being the product of the choices and actions of human beings, and looked at cause and effect, rather than as the result of divine intervention. Greek historians also viewed history as cyclical, with events regularly recurring. For the quality of his written work, Sima Qian is posthumously known as the Father of Chinese historiography. Chinese historians of subsequent dynastic periods in China used his Shiji as the official format for historical texts, as well as for biographical literature. Through the Medieval and Renaissance periods, history was often studied through a sacred or religious perspective. Around, German philosopher and historian Georg Wilhelm Friedrich Hegel brought philosophy and a more secular approach in historical study. In this criticism, he approached the past as strange and in need of interpretation. The originality of Ibn Khaldun was to claim that the cultural difference of another age must govern the evaluation of relevant historical material, to distinguish the principles according to which it might be possible to attempt the evaluation, and lastly, to feel the need for experience, in addition to rational principles, in order to assess a

culture of the past. Ibn Khaldun often criticized "idle superstition and uncritical acceptance of historical data. The 19th-century historian with greatest influence on methods was Leopold von Ranke in Germany. In the 20th century, academic historians focused less on epic nationalistic narratives, which often tended to glorify the nation or great men, to more objective and complex analyses of social and intellectual forces. A major trend of historical methodology in the 20th century was a tendency to treat history more as a social science rather than as an art, which traditionally had been the case. Some of the leading advocates of history as a social science were a diverse collection of scholars which included Fernand Braudel, E. H. Carr, and others. Many of the advocates of history as a social science were or are noted for their multi-disciplinary approach. Braudel combined history with geography, Bracher history with political science, Fogel history with economics, Gay history with psychology, Trigger history with archaeology while Wehler, Bloch, Fischer, Stone, Febvre and Le Roy Ladurie have in varying and differing ways amalgamated history with sociology, geography, anthropology, and economics. More recently, the field of digital history has begun to address ways of using computer technology to pose new questions to historical data and generate digital scholarship. French historians associated with the Annales School introduced quantitative history, using raw data to track the lives of typical individuals, and were prominent in the establishment of cultural history cf. Intellectual historians such as Herbert Butterfield, Ernst Nolte and George Mosse have argued for the significance of ideas in history. American historians, motivated by the civil rights era, focused on formerly overlooked ethnic, racial, and socio-economic groups. Scholars such as Martin Broszat, Ian Kershaw and Detlev Peukert sought to examine what everyday life was like for ordinary people in 20th-century Germany, especially in the Nazi period. Marxist historians such as Eric Hobsbawm, E. H. Carr, and others have challenged the validity and need for the study of history on the basis that all history is based on the personal interpretation of sources. Evans defended the worth of history. Marxian theory of history Main article: Gender history is related and covers the perspective of gender. Periodization Historical study often focuses on events and developments that occur in particular blocks of time. Historians give these periods of time names in order to allow "organising ideas and classificatory generalisations" to be used by historians. Centuries and decades are commonly used periods and the time they represent depends on the dating system used. Most periods are constructed retrospectively and so reflect value judgments made about the past. The way periods are constructed and the names given to them can affect the way they are viewed and studied. The usual method for periodisation of the distant prehistoric past, in archaeology is to rely on changes in material culture and technology, such as the Stone Age, Bronze Age and Iron Age and their sub-divisions also based on different styles of material remains. Here prehistory is divided into a series of "chapters" so that periods in history could unfold not only in a relative chronology but also narrative chronology. There are periodisation, however, that do not have this narrative aspect, relying largely on relative chronology and, thus, devoid of any specific meaning. Despite the development over recent decades of the ability through radiocarbon dating and other scientific methods to give actual dates for many sites or artefacts, these long-established schemes seem likely to remain in use. In many cases neighbouring cultures with writing have left some history of cultures without it, which may be used. Periodisation, however, is not viewed as a perfect framework with one account explaining that "cultural changes do not conveniently start and stop combinedly at periodisation boundaries" and that different trajectories of change are also needed to be studied in their own right before they get intertwined with cultural phenomena. Understanding why historic events took place is important. To do this, historians often turn to geography. According to Jules Michelet in his book *Histoire de France*, "without geographical basis, the people, the makers of history, seem to be walking on air. For example, to explain why the ancient Egyptians developed a successful civilization, studying the geography of Egypt is essential. Egyptian civilization was built on the banks of the Nile River, which flooded each year, depositing soil on its banks. The rich soil could help farmers grow enough crops to feed the people in the cities. That meant everyone did not have to farm, so some people could perform other jobs that helped develop the civilization. There is also the case of climate, which historians like Ellsworth Huntington and Allen Semple, cited as a crucial influence on the course of history and racial temperament. History of the Caribbean begins with the oldest evidence where 7,000-year-old remains have been found. History of Antarctica emerges from early Western

theories of a vast continent, known as Terra Australis, believed to exist in the far south of the globe. History of the Pacific Islands covers the history of the islands in the Pacific Ocean. History of Eurasia is the collective history of several distinct peripheral coastal regions: History of Europe describes the passage of time from humans inhabiting the European continent to the present day. History of Asia can be seen as the collective history of several distinct peripheral coastal regions, East Asia, South Asia, and the Middle East linked by the interior mass of the Eurasian steppe. History of East Asia is the study of the past passed down from generation to generation in East Asia. History of the Middle East begins with the earliest civilizations in the region now known as the Middle East that were established around BC, in Mesopotamia Iraq. History of India is the study of the past passed down from generation to generation in the Sub-Himalayan region. History of Southeast Asia has been characterized as interaction between regional players and foreign powers. Military history Main article: Military history Military history concerns warfare, strategies, battles, weapons, and the psychology of combat. The "new military history" since the s has been concerned with soldiers more than generals, with psychology more than tactics, and with the broader impact of warfare on society and culture. History of religions The history of religion has been a main theme for both secular and religious historians for centuries, and continues to be taught in seminaries and academe. Topics range widely from political and cultural and artistic dimensions, to theology and liturgy. Social history Social history, sometimes called the new social history, is the field that includes history of ordinary people and their strategies and institutions for coping with life. Social history was contrasted with political history , intellectual history and the history of great men. Trevelyan saw it as the bridging point between economic and political history, reflecting that, "Without social history, economic history is barren and political history unintelligible.

### 7: Why History Is Important | Owlcation

*Some people view history as a boring and unimportant subject, but one of the most important reasons to study history is that it will make you a better person. You will have a better understanding of the world and what shaped it into the world it is today.*

In centuries past this statement would have seemed self-evident. Ancient cultures devoted much time and effort to teaching their children family history. It was thought that the past helps a child understand who he is. Modern society, however, has turned its back on the past. We live in a time of rapid change, a time of progress. We prefer to define ourselves in terms of where we are going, not where we come from. Our ancestors hold no importance for us. They lived in times so different from our own that they are incapable of shedding light on our experience. Man is so much smarter now than he was even ten years ago that anything from the past is outdated and irrelevant to us. Therefore the past, even the relatively recent past, is, in the minds of most of us, enshrouded by mists and only very vaguely perceived. Our ignorance of the past is not the result of a lack of information, but of indifference. We do not believe that history matters. But history does matter. It has been said that he who controls the past controls the future. Our view of history shapes the way we view the present, and therefore it dictates what answers we offer for existing problems. Let me offer a few examples to indicate how this might be true. Usually I have to sort through conflicting testimony to get to the truth of the matter. Part of my information is my knowledge of human beings in general; part of my information is the knowledge I have assembled over the lifetimes of these particular children. All of this is essentially history. It is knowledge about the past. I must have a good understanding of the past in order to know how to deal wisely with these children in the present. Any punishment or chastisement will depend on my reconstruction of what actually happened. The children realize this, and thus they present very selective histories of the event in an attempt to dictate my response. In these kinds of situations, children very clearly understand that history matters. Some of these forms are very detailed, asking questions that require information from rarely accessed memory banks. Why does a doctor ask these questions? The doctor is trying to construct an accurate picture of your state of health. Your health is heavily influenced by the past. Your heredity, past behaviors, past experiences are all important determinants and clues to your present condition. Whenever you return to the doctor, he or she pulls out a file which contains all the notes from past visits. This file is a history of your health. Doctors understand very clearly that the past matters. Some of you might be thinking that these examples are not very compelling because they both deal with the very recent past—they are not what we think of when we think of history. Let me give one final example that is more to the point. In the Communists took control of Russia. They began to exercise control over how the history of their country ought to be told. They depicted the tsar as oppressive and cruel. The leaders of the revolution, on the other hand, were portrayed in a very positive light. The Communist government insisted that these leaders, and in particular Lenin, understood more clearly than any one else what Russia needed and what course of action the government ought to follow. According to the official history, Lenin made no mistakes and he passed his virtually infallible understanding on to the other leaders of the party. The official history presented Lenin and Stalin as kind, compassionate, wise, nearly divine leaders. Consequently, difficulties that people in the Soviet Union experienced were all attributable to capitalism. This is the perspective of history that was taught to Soviet children for half a century. This work was the product of years of historical research by the author. He interviewed scores of prisoners and did extensive research to chronicle the genesis and development of the chain of labor camps that dotted the Soviet Union. His book described the cruelty and injustice of the system in great detail; but most important of all, he was able to show that Lenin and Stalin were active and knowing participants in the formation of this brutal institution. And if the official history was wrong, the legitimacy and justification for Soviet rule was all brought into question. Ask Gorbachev if history matters. My advisor in graduate school had a simple definition that I have grown to appreciate: History is the process of simplifying. Of all that could be said about an event, what is most important or most significant? The goal of history is to tell a story about the past which captures the essence of an event while omitting superfluous details.

Significance is determined by the historian. The historian sorts through the evidence and presents only that which, given his particular world view, is significant. What a historian finds significant is not entirely a personal choice; it is largely shaped by his training and his colleagues. In order for a historian to have his works published, he has to receive the approval of his fellow historians. Therefore, the community of historians has a large say in deciding what about the past is significant. But historians are just as much a part of society as anyone else, and we are all greatly influenced by those around us. As a result, the community of historians tends to share the same notion of significance as is held by society as a whole. Therefore, historians tend to tell stories which reflect the dominant values of the society in which they live. This leads to a curious feature of historical narrative: It has been argued that history tells us more about the time in which it is written than the time about which it is written. I recently did some reading about the history of homosexuality. For a couple of decades in the middle of the nineteenth century, historians viewed homosexuality as an immoral act and consequently looked at the prevalence of homosexuality in ancient Greece as a sign of its moral decadence and a precursor to the collapse of Greek civilization. Historians then applied this same analysis to Roman society. In the latter part of the nineteenth century, however, society began to question the existence of moral absolutes. As a result, historians ceased to give credence to any connection between moral behavior and the health of a civilization. Therefore, the search for a connection between moral decline and the fall of empire ceased to hold any interest and was abandoned. Instead, historians, interested in telling the story of the growth and development of liberty, saw the open practice of homosexuality as a good thing, in that it demonstrated greater social tolerance and, therefore, increased personal liberty. Notice that the first view based on moral absolutes was not disproved; it was simply abandoned due to a change in the values of society. This, in turn, produced a change in the way historians depicted the past. The past does not change, but history changes with every generation. Truth I said that history is a story about the past that is significant and true. Most modern historians would claim there is no absolute truth. This would imply there is no basis for saying that one historical account is true and another one false. I know of no historian, however, who actually operates this way in practice. The tricky thing is that every historian uses facts to build his case. Rarely does an historian consciously distort the facts; and although minor factual errors are common, they seldom undermine the overall presentation. But even though most histories are built on facts, the histories can be very different, even contradictory, because falsehoods can be constructed solely with facts. My parents once put in a new front lawn. Soon after it was planted, my mother discovered bicycle tracks running across the yard. She had a pretty good idea who had done it, so she asked this boy if he knew anything about the tracks. It is built on facts, but it is designed to create a false impression. Too often histories are half-truths. I need to point out quickly that most historians do not intentionally distort history to serve their purposes, as this boy did. The process is much less malicious, yet far more insidious. Historians interpret evidence through the eyes of their own world view. This is natural; we could not expect anything else. This has far reaching consequences, however. Take, for example, a historian studying the story of Jonathan and David. Thus he will conclude that David and Jonathan were homosexuals. Given his experience, he can not imagine any other interpretation of the evidence. People generally think of history as a very objective discipline. This perspective dominated the field about a century ago, and most of us were led to believe this in the course of our education. We were taught that objective historians began to piece together a picture of the past, and every new generation of historians discovers new facts which alter our understanding of the past. With each generation, therefore, we get closer to the truth of history, but these refinements do not significantly alter the assured findings of science. This perspective would find few adherents today. It has become painfully obvious that no researcher is a blank slate. We all start with some preconceived notions about what is true and what is not.

### 8: 7 Reasons Why It is Important to Study History Lifestyle

*In order to understand how we have become what we are, and why we differ from others, it's important to look to history. Very few events are truly "global" -- and understanding the "non-global" is a key to understanding why I like Barbie but a Middle Eastern nation would ban it.*

Quite often when giving a speech, I ask my audience a question: When did human history begin? Would anyone like to suggest a date? The answers offered are sometimes ingenious, but seldom the one I want. For my answer to this question is: History begins now, at this very moment. What happened a second ago is already history. History is the huge succession of events that created us. You can look at it, if you like, in the same way as you do a family tree, tracing back to your two parents, four grandparents, and so on. The past gives the present its value. My second point is a truism. Those who do not study history are condemned to repeat its mistakes. For example, I personally am a passionate believer in the importance of the separation of church and state enshrined in the American Constitution by the founding fathers. The reason I value that separation so much is because I know a little of the huge tragedy of the religious conflicts of the seventeenth century that preceded it. It was the deep memory of that European experience that guided those wise Americans to ensure that the terrible mistake of the old world would not be repeated in the new. History is a map. Some years ago, I had the honor to address a class at West Point. The subject, as it happened, was Russia. But during the course of my remarks, I offered them this thought: We cannot know how to act wisely in any part of the world, in war or peace, unless we understand something of its culture and history. Even if you enter an unpopulated desert, I suggested, it might be helpful to know what happened to the last army that did so. We can discover not just a lifetime, but centuries of the astonishing creations of the human mind. History, for me, opens wide the doors of perception.

### 9: Why History matters - Articles - Making History

*History is important to us because it is the heritage that shaped the world we live in today. What we do today will be part of history in the future. It is mainly important because it helps us to.*

Student Answers hermy27 Student One of the greatest benefits of studying history is that it allows us a chance to learn about who we came from. The people of the past are those who came before us, and it is interesting to see how some of the thoughts, attitudes, and practices of today can differ so drastically from those throughout history. On the other side of that coin, it can be fun to learn about ideas that began years ago that are still a modern day issue. An example of this would be to look back at the suffragettes of the early 20th century who paved the way for the modern day equal rights movement. They were fighting to make sure that women could be treated as equal citizens of our country, including the right to vote, own property, or hold credit. The equal rights movement is still a current hot topic years later. Throughout history there have been both great successes and horrific failures. As the saying goes "those who are unfamiliar with their history, are bound to repeat it". Studying history allows us to build on our accomplishments and learn from our mistakes. History all puts life into perspective. It allows individuals to see where they came from which better allows them to situate themselves in their own lives. History can show you a lot about past human civilization, successes in the past, great ancestors, failures and disasters, and so much more about the past. You would be more aware about the world and much smarter if you learned about history. Wiggin42 Student Whether to study History or not is not a question at all. As a human we should know or have a curiosity to who was our ancestors? How did they live? It reveals not only our past but how we can design our future in a better way. There are valuable lessons in analyzing our past to figure out the future outcome without paying a huge price for it. Studying history allow to learn from the mistakes of our ancestors so we do not do the same things they did and work to become a better place. It allows us from repeating the same mistakes and allows us to avoid worse results than those seen in the past. History teaches us lessons learned from previous mistakes. Because we know the consequences already. This says it all, "Those who cannot learn from history are doomed to repeat it". Those questions and so many more are not going to be answered without history. History has its importance because: It increases our knowledge of our cultural heritage and our ancestral roots where we originate from. It also enhances knowledge on cross-cultural diversity on an international level. It helps us inculcate moral values as we learn of the courage and diligence of the men and women who portrayed such traits in the past. Besides, we also learn from past mistakes made by our forefathers and avoid repeating them. It helps students develop their research skills and assess sources of information. It educates us about the evolution of man. So this subject is an important aspect that students must study. Looking back at past events helps us shape the present and the future. According to history scholars, the first period is the pre-history stage. The earliest humans gradually evolved in communication through their actions, sounds and signs to formulate languages. Information was first handed down orally which became legends and then when written language prevailed, history was recorded for posterity. History is of vital importance to the human race because it primarily recounts the rise and fall of human civilizations. Historians are able to piece together life spans of generations and understand and compare progress and regress for future generations to come, possibly for the future survival of the human race as a whole. History offers data on information of how people and societies lived and behaved in the past. History helps provide identity. Historical data contains information of how families and even nations were formed and how the evolved while retaining cohesion. For one to be a good citizen, the study of history is essential as it promotes national identity and loyalty. Not only does history contribute to moral understanding, it is also important in our own lives and useful in world of work. History also helps us explain how systems were put in place in the past and how we relate to them in the present. Studying and reading past stories of individuals and their past situations enables the learner to measure his or her own moral values and sense. Students are also inspired as they learn about those who worked hard, suffered, and persevered to bring change to the society. Out of these inspirations they will work hard to achieve their goals in life. Studying history provides identity. This happens when the learners study about the beginning of

families, groups, institutions and even the whole country and how they have evolved to sustain changes and cohesion. In America the most obvious importance of studying history is that it provides facts about families and how they have interacted and survived vast historical changes. These changes can happen through climate, technological advancements and many more. As they understand these changes they learn to respond to any kind of change that may arise. History also provides link with other subjects which has historical backgrounds. Subjects like economics, social studies, social arts. As they study history they they develop cross curricular skills and interest. Among the many benefits to the study history the most vital reason of to do so is to identify mistakes of the past to avoid their repetition in the present and future. Through the study of history, citizens, policy makers, and governments as a whole can identify patterns of behaviors and cycles that led to both positive and negative turns in events. An outstanding example of the practical application of the study of history in our modern times and its usage to avoid a recurring issue is the wreck of the oil tanker the Exxon Valdez. The collision of the ship with the reef tore a hole into the single walled hull of the tanker resulting in However, through the study of the historical events and policies that led to the wreck and subsequent environmental issues, new laws and policies were put into place to prevent a similar incident from reoccurring; one such policy now requires that all tankers carrying hazardous materials such as oil are required to have double reinforced hulls. The wreck of the Exxon Valdez is a small example of the ways in which the study of historical events and the actions leading up to them can be analyzed and applied to prevent similar events from ever happening again. Studying and analyzing the events of the pasts allows for us as individuals and communities to make informed decisions about the present to avoid recreating the problems of our past. It is important to study history because as people live in the present, they tend to worry about the future. Nonetheless, past events help in foretelling and shaping the future. By studying history, we get to learn and understand change and how the society we live in came to be. History offers a deep-rooted knowledge on the existence and change in our society. By learning history, we gain a better understanding of our cultures and traditions since it contributes to moral comprehension. Studying the historical array of events and individuals who lived in the past with diverse characters and behaviors helps us gain lessons on life issues and skills. In addition, history provides information that has evidence about our families, institutions and our country as a whole, how they were formed and evolved over time, and we can only understand such information by studying it. Lastly, studying history is essential for good citizenship as it helps people to be loyal to their country through patriotism. It carries along knowledge that allows future generations to understand the past and build on it the constructive way. As such, future generations learn from past mistakes, past successes and evaluate whether history should repeat itself or not. History is an essence from generations to generations. The issue that might surround an historical knowledge, is its credibility. Meanwhile, the benefits of acquiring an historical knowledge whether credible or not, outweighs the damages of disregarding it. For a knowledge to be considered historical, there has to be a at least, a slight truth about the situation that it is about. For instance, there are speculations about who really discovered America, but the reality about such a speculation is that, America has been discovered by other civilizations. As we grapple with current events of political, cultural, and ethical importance, methodically studying human history helps us to develop our knowledge leading to informed solutions to problems. The study of history is not only critical to gathering knowledge of facts such as dates, but to help develop critical thinking skills. Placing value on the study of history assists students of any age to consider reflectively the contemporary culture and world. Without informed thought, the same mistakes are made repeatedly and the same solutions continue to evolve. Unfortunately, without critical analysis of history the solutions are often only temporary. The study of history is essential in any attempt to truly understand our place in the world. It does not matter what you intend to do to make money, knowing and understanding what happened in the past can you understand what is happening now, how things will work out, and what the future may hold. As an individual, you know that others can understand your views or opinions better if they understand who you are personally. The same goes for understanding other cultures, economic systems, and political structures. However, this is only one benefit. Another benefit of know history is so you can understand why things are happening in our society today. For example, the American housing market bust of can be compared to Black Monday of First, you identify the parallels between why the crashes

occurred, the amount of people affected, and the effect on society and the economic system. After there is an understanding as to how this has happened before in history, you can look to see how America recovered from it in the past and devise ways to help America recover from the housing market. You can also better understand why certain efforts are being tried, and other recovery programs avoided if you see the failure and success of the implementation previously. Although this list is not exhaustive of all of the benefits of knowing your history, the last one that I will mention is the ability to be a Jeopardy champ! Knowing history helps you learn geography, political figures of the past, as well as have a small understanding of the advent of many things in modern society. All of which can provide a wealth of knowledge for you to pull from when playing the game. When we turn to the past, we find examples of what communities can achieve when they collaborate on solutions to propel humanity forward during times of harrowing hardship – an ongoing reality shared across generations. This is an empowering and practical competence to have in any area of study. And because no new day starts without yesterday shaping its existence, possessing historical knowledge allows us to better understand multiple timelines influencing current events, heightening our social consciousness. Therefore, when historical inquiry is taken beyond the stereotype of being a memorization game of dates, names, and places, it possesses the power to greatly influence both our present and future experiences.

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