

Course Outline

World Civilizations I

(13370) HIS K122

Mondays and Wednesdays: 1:30 – 2:45

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

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Office Hours:

Mondays and Wednesdays – 12:15-1:30 p.m. and 3:00-4:00 p.m.

Tuesdays and Thursdays – 2:00-3:00 p.m.

Or by appointment

Spring 2017

Course Description:

This course is a survey of the evolution of world societies from the year 1500 to the present, with emphasis given to the following: technological developments; major institutions; the development of intellectual currents; the formation of empires and nation states; and the overall political, social, and economic framework that existed in these societies during this time period. The course will particularly focus on the issues that have an immediate relevancy on the modern world.

Learning Goal: At the end of the course, students will understand, articulate and synthesize the development of modern world societies.

Learning Outcomes

A. Knowledge outcomes. Students will learn to:

1. Distinguish and characterize significant periods of historical experience in multiple societies from different parts of the globe.
2. Describe events and developments in the history of multiple societies in terms of continuity, change, and causation.
3. Understand interpretive debates about the past.
4. Appreciate the complexities involved in interpreting societies and social change: for example, the local and the global, particular and general, contingent and structural.
5. Identify different kinds of historical evidence and understand their role in the production of historical knowledge.

B. Skills outcomes. Students will be able to:

1. Recall factual claims about the past and synthesize them into coherent interpretive arguments.
2. Read documents closely and critically.
3. Formulate a well-organized, well-supported argument.
4. Demonstrate clear writing in the form of essays of varying lengths.
5. Make cogent oral arguments about reading assignments
6. Conduct original research with primary sources.
7. Locate good, relevant secondary scholarship, and distinguish good from poor scholarship.
8. Observe ethical practices of citation and intellectual self-presentation.

Required Texts:

TITLE: Voyages in World History, Volume 1
AUTHOR: Hansen, Valerie and Curtis, Ken
EDITION: Third
COPYRIGHT YEAR: 2017
PUBLISHER: Cengage
ISBN-13: 9781305583405

Tentative Schedule:

<u>Week</u>	<u>Class Content</u>	<u>Text Reading and Writing Assignments</u>
1/23 & 1/25	Intro to Course; The Peopling of the World, to 4000 B.C.E.	Chapter 1
1/30 & 2/1	The First Complex Societies in the Eastern Mediterranean, ca. 4000– 550 B.C.E.	Chapter 2; First writing assignment
2/6 & 2/8	Ancient India and the Rise of Buddhism, 2600 B.C.E.–100 C.E.	Chapter 3
2/13 & 2/15	Blueprint for Empire: China, 1200 B.C.E.–220 C.E.	Chapter 4; Second writing assignment
2/20 & 2/22: Note – no class on 2/20	The Americas and the Islands of the Pacific, to 1200 C.E.	Chapter 5
2/27 & 3/1	New Empires in Iran and Greece, 2000 B.C.E.–651 C.E.	Chapter 6; Third Writing Assignment

3/6 & 3/8	The Roman Empire and the Rise of Christianity, 509 B.C.E.–476 C.E.	Chapter 7
3/13 & 3/15	No Class – Spring break	None
3/20 & 3/22	The Roman Empire and the Rise of Christianity, 509 B.C.E.–476 C.E. (cont)	Chapter 7
3/27 & 3/29	Islamic Empires of Western Asia and Africa, 600–1258.	Chapter 9; Fourth Writing Assignment
4/3 & 4/5 Note: Final Project Topic Proposals due by 4/5.	The Multiple Centers of Europe, 500–1000.	Chapter 10
4/10 & 4/12	Expanding Trade Networks in Africa and India, 1000–1500; China's Commercial Revolution, ca. 900–1276;	Chapters 11 & 12; Fifth Writing Assignment
4/17 & 19	China's Commercial Revolution, ca. 900–1276 (cont); Europe's Commercial Revolution, 1000–1400.	Chapters 12 & 13
4/24 & 4/26	The Mongols and Their Successors, 1200–1500.	Chapter 14
5/1 & 5/3	Final Presentations; Final Projects due on 5/3	None

Method of Evaluation:

In-Class Assignments and quizzes – Throughout the semester, there will be a number of in-class activities and assignments that you will submit for grading. Furthermore, you will be responsible for reading the assigned chapters in the textbook, from which quizzes will be given. The cumulative total of the in-class assignments and quizzes will be 200 points of your grade.

Written Assignments – During the course of the semester, you will be given 5 writing assignments that are designed to enhance your understanding of the material as well as your research and writing abilities. They will be taken from material learned in class, as well as other readings, writings, etc. Each assignment will be worth 100 points for a cumulative total of 500 points.

Final Project -

On December 5th (or the day you give your oral presentation, if that is your choice) you will be required to complete a research project that covers an important topic during the timeframe of the course. I will allow students to have a certain amount of freedom to choose how to complete the assignment and what topic they choose (even if I do not cover it in class), but here is a list of *possible* ways to fulfill the assignment:

1. A 5-10 page research essay.
2. A 10-15 minute formal in-class presentation.
3. An art project.

If you have ideas about doing something different and/or unique (such as the art project), I encourage you to speak to me directly so that we can work something out that satisfies both of us.

I ask that you hand in a topic proposal on November 9th, so that I am sure you are on the right track. Please see the attached sheets at the end of the syllabus for information on the

written paper and oral presentation. The final project will be worth 300 points of your final grade.

Grading System:

A = 950-1000 points	C = 740-770 points
A- = 900-940 points	C- = 700-730 points
B+ = 880-890 points	D+ = 680-700 points
B = 840-870 points	D = 640-670 points
B- = 800-830 points	D- = 600-620 points
C+ = 780-790 points	F = Below 600 points

Paper Information

All written materials that are handed in must be typed and double-spaced. If you have any trouble with writing, I strongly advise you visit the writing/tutoring center. Furthermore, the following web site will help answer many, if not all of your questions on writing:

http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml

Attendance:

Please look at the student handbook regarding the college's attendance policies.

Having said this, I would like to give you my philosophy on attendance: You are all adults and have paid to take this class. What you choose to do with that is up to you. I will never

penalize any grade directly because of attendance. Furthermore, you do not need to supply me an excuse for any classes missed. If you have a problem, personal or academic, which will require you to miss class for any length of time, please come talk to me so that we can come to an agreeable solution.

Late Assignments

(Please note that none of following applies if we have made arrangements beforehand)

In class assignments and quizzes are not allowed to be made up.

My policy on late assignments is as follows: I will accept the first late writing assignment during the same week that it is due, and give you partial credit. The second and subsequent late assignments will be given minimal credit during the same week. No credit will be given if handed in later.

I will not accept any final project after the due date.

Disabilities Statement:

If you have a hidden or visible disability, which may require classroom or assignment modifications, you are obligated to come see me as soon as possible.

Academic Dishonesty:

Any form of cheating or plagiarism will be reported to the college immediately, and may result in the failure of an assignment or the course itself.

Digication Statement

All students are required to maintain a learning portfolio in Digication that uses the (Three Rivers) College Template.

Essay and Research Paper Grading Rubric

	Excellent	Good	Needs Improvement	Poor	F
Overall Impression	Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained nearly all of the knowledge presented in class. He/She is able to synthesize this knowledge in new ways and relate to material not covered in the course.	Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others.	Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course.	P L A G I A R I S M
Argument	Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context).	No attempt is made to articulate an argument.	
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings.	

	Excellent	Good	Needs Improvement	Poor	F
Counter-Evidence	The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.	
Sources Note: You should always consult the assignment description to find out what kinds of sources are required.	Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based.	Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research.	Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources.	
Citations	All evidence is properly cited in footnotes or endnotes.	All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.	