

Course Outline

World Civilizations II

(30359) HIS K122

Tuesdays and Thursdays: 2:30 – 3:45 p.m.

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

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Office Hours:

Tuesday and Thursday 11:00 a.m.-2:00 p.m.; 6:00-6:30 p.m.

Or by appointment

Spring 2015

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:

Author: Hansen
ISBN: 9781133607830
Copyright Year: 2014
Publisher: Cengage Learning

Author: Spiegelman
ISBN: 9780679748403
Copyright Year: 1993
Publisher: Pantheon

Author: Rampolla
ISBN: 9780312610418
Copyright Year: 2012
Publisher: Bedford Saint Martin's (MPS)

Tentative Schedule:

| <u>Week</u> | <u>Class Content</u> | <u>Text Reading and Homework Assignments</u> |
|---|---|---|
| January 19 th | Intro to Course; Maritime Expansion in the Atlantic World, 1400-1600 | Chapters 15 and 16 VE: pg. 422 MOI: pg. 429 |
| January 26 th | Maritime Expansion in Afro-Eurasia, 1500- 1700 | Chapter 16 VE: pg. 444 MOI: pg. 456 |
| February 2 nd – Note: No class on February 5 th | Religion, Politics, and the Balance of Power in Western Eurasia, 1500-1750 | Chapter 17 MOI: pg. 470 VE: pg. 486 |

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| February 9 th | Empires, Colonies, and Peoples of the Americas, 1600-1750 | Chapter 18 VE: pg. 504 MOI: pg. 514 |
| February 16 th | The Atlantic System: Africa, the Americas, and Europe, 1550-1807 | Chapter 19 MOI: pg. 540 VE: pg. 544 |
| February 23 rd | Empires in Early Modern Asia, 1650-1818 | Chapter 20 MOI: pg. 564 VE: pg. 574 |
| March 2 nd | European Science and the Foundations of Modern Imperialism, 1600-1820 | Chapter 21 MOI: pg. 586 VE: pg. 604 |
| March 9 th | Revolutions in the West, 1750-1830 | Chapter 22 VE: pg. 616 MOI: pg. 624 |
| March 16 th – No class; Spring Break | None | None |
| March 23 rd | The Industrial Revolution and European Politics, 1765-1880 | Chapter 23 VE: pg. 654 MOI: pg. 662 |
| March 30 th | The Challenge of Modernity in China, Japan, and India, 1800- | Chapter 24 VE: pg. 682 MOI: pg. 694 |

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| | 1910 | |
| April 6 th Note: Topic proposals due this week | The New Imperialism in Africa and Southeast Asia, 1830-1914 | Chapter 26 MOI: pg. 738 VE: pg. 754 |
| April 13 th | War, Revolution, and Global Uncertainty, 1905-1928 | Chapter 27 MOI: pg. 768 VE: pg. 788 |
| April 20 th | Responses to Global Crisis, 1920-1939 | Chapter 28 VE: pg. 806 MOI: pg. 814 |
| April 27 th | The Second World War and the Origins of the Cold War, 1939-1949 | Chapter 29 VE: pg. 836 MOI: pg. 844 |
| May 4 th Note: Final Papers Due May 7 th | In class Presentations | None |

Method of Evaluation:

Homework Assignments – You will be responsible for reading the chapters in the textbook, as well as answering the Visual Evidence (VE) and Movement of Ideas (MOI) questions in each chapter. All assignments must be typed and handed in during class. I will not accept any email assignments this semester.

Written Assignments – During the course of the semester, you will be given a few research and writing exercises that are designed to enhance your understanding of the material. They will be taken from material learned in class, as well as other readings, writings, etc.

The combined grade of the homework and writing assignments will be worth 50% of your overall grade.

Final Research Project

On May 7th (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 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.

The more creative and challenging the assignment is, the higher it will be graded. I ask that you hand in a topic proposal on October 31st so that I am sure you are on the right track.

Please see the attached sheets for information on the written paper and oral presentation.
This component will be worth 40% of your grade.

Digication Statement

As a student you will maintain an online learning portfolio using a college-designed template in Digication. Through this electronic tool you will have the opportunity to monitor your own growth in college-wide learning. It may even help you determine a major that is best suited to you. You will be able to keep and maintain your learning portfolio after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. If your work is selected and reviewed for assessment purposes, it will remain anonymous and private. Digication provides a “place” where you will connect your learning from the classroom, college, and life in general. Sometimes when you review all of the work you have done and think about it, you end up learning something different and perhaps unexpected. Please review your course outlines to determine what assignments to upload into the TRCC Digication template and please post your own choices, as well. Have fun in learning!

Grading System:

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| A = 94-100 | C = 74-77 |
| A- = 90-93 | C- = 70-73 |
| B+ = 88-89 | D+ = 68-70 |
| B = 80-83 | D = 64-67 |
| B- = 80-83 | D- = 60-62 |
| C+ = 78-79 | F = Below 60 |

Paper Information

All written materials that are handed in must be typed, double-spaced and follow the writing rubric that is at the end of this syllabus. If you have any trouble with writing, I strongly

advise you visit the writing center and TASC in the library at both campuses. They are resources that you should use. Furthermore, the following web site will help answer many, if not all of your questions on writing:

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

Attendance:

Please look at the student handbook regarding the college's attendance policies. Because of the nature of this particular course, I will not tolerate lateness due to the showing of films.

Late Assignments

All homework and journal assignments are due at the beginning of class on the due date. My policy on late assignments for this course is as follows: I will accept the first late writing assignment within a day that it is due, and give you partial credit. The second and subsequent late assignment will be given minimal credit if handed in late.

Final papers are to be handed in on or before the due date – no exceptions.

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.

Research Essay Rubric

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| THESIS | Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear. | Promising, but may be slightly unclear, or lacking insight or originality. | Unclear (contains vague terms), appears unoriginal, or offers relatively little that is new; provides little around which to structure the paper. | Difficult to identify and may blend restatement of obvious point. | Has no identifiable thesis or an utterly incompetent thesis. Shows obviously minimal lack of effort or comprehension of the assignment. |
| STRUCTURE | Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences. | Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without | Generally unclear, often wanders or jumps around. Few or weak transitions, and there are many paragraphs without | Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic | No evidence structure or organization. |

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| | | strong topic sentences. | topic sentences. | sentences. | |
| USE OF EVIDENCE | Primary and secondary source information incorporated to buttress every point. Examples support thesis and fit within paragraph. Excellent integration of quoted material into sentences. Factual information is incorporated. | Examples used to support most points. Some evidence does not support point or may appear where inappropriate. Quotations are integrated well into sentences. Some factual information is incorporated. | Examples support some points. Quotations may be poorly integrated into sentences. There may not be a clear point. Moderate amount of factual information is incorporated. | Very few or weak examples and factual information. General failure to support statements, or evidence seems to support no particular point. | No attempt has been made to incorporate factual information or interpret primary and secondary sources. |
| LOGIC AND ARGUMENTATION | All ideas flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections which illuminate thesis | Argument is clear and usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence | Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions. | Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic, and there is no effort to grasp possible alternative views. Very little or very | Too incoherent to determine. |

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| | | are made. | | weak attempt to relate evidence to argument. | |
| MECHANICS | Language is clearly organized. Correct word usage, punctuation, sentence structure, and grammar; correct citation of sources; minimal to no spelling errors; absolutely no run-on sentences or comma splices. | Sentence structure and grammar strong despite occasional lapses; punctuation and citation style often used correctly. Some spelling errors and at least one run-on sentence, sentence fragment, or comma splice. | Minor problems in sentence structure and grammar. Multiple errors in punctuation, citation style, and spelling. May have several (two to five) run-on sentences, sentence fragments, and comma splices. | Huge problems in sentence structure and grammar. Frequent major errors in citation style, punctuation, and spelling. May have many (more than five) run-on sentences, sentence fragments, and comma splices. | Very difficult to understand owing to major problems in mechanics. |

* This rubric is taken from users.ju.edu/~jbingso/historygradingrubric.htm