

Course Outline

World Civilizations I

(32712) HIS K122

Tuesday and Thursday: 12:30 – 1:45

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

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Office Hours:

Monday through Thursday – 10:00 – 11:00 a.m.

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

Or by appointment

Fall 2016

Course Description:

This course is a survey of world cultures that have contributed importantly to the development of Western and Eastern thought. Consideration is given to institutions and ideas from prehistoric times through the evolution of ancient civilizations to the formation of empires. Major economic, political, and social forces are examined for their influence upon modern society.

Learning Goal: At the end of the course, students will understand, articulate and synthesize the development of 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: Ways of the World: A Brief Global History With Sources Volume 1
AUTHOR: Strayer, Robert W. and Nelson, Eric W.
EDITION: Third
COPYRIGHT YEAR: 2016
PUBLISHER: Bedford Saint Martin's

TITLE: Pocket Guide to Writing in History
AUTHOR: Rampolla
EDITION: 8th
COPYRIGHT YEAR: 2015
PUBLISHER: Bedford Saint Martin's
ISBN: 9781457690884

Tentative Schedule:

| <u>Week</u> | <u>Class Content</u> | <u>Text Reading and Homework Assignments</u> |
|-------------|---|---|
| 8/30 & 9/1 | Intro to Course; First Peoples; First Farmers: Most of History in a Single Chapter, to 4000 B.C.E. | Chapter 1 |
| 9/6 & 9/8 | First Peoples; First Farmers: Most of History in a Single Chapter, to 4000 B.C.E. (cont.) | Chapter 1; Stories of the Australian Dreamtime, pg. 57 |

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| 9/13 & 9/15 | First Civilizations: Cities, States, and Unequal Societies, 3500 B.C.E – 500 B.C.E. | Chapter 2 Indus Valley Civilization, pg. 95 |
| 9/20 & 9/22 | State and Empire in Eurasia/North Africa, 500 B.C.E. – 500 C.E. | Chapter 3 Perceptions of Outsiders in the Ancient World, pg. 145 |
| 9/27 & 9/29 | 1 st Unit Test; Culture and Religion in Eurasia/North Africa, 500 B.C.E. – 500 C.E. | Chapter 4 |
| 10/4 & 10/6 | Culture and Religion in Eurasia/North Africa, 500 B.C.E. – 500 C.E. (cont.) | Chapter 4 Representations of the Buddha, pg. 189 |
| 10/11 & 10/13 | Society and Inequality in Eurasia/North Africa, 500 B.C.E. – 500 C.E. | Chapter 5 Pompeii as a Window on the Roman World, pg. 227 |
| 10/18 & 10/20 | Commonalities and Variations: Africa, the Americas, and Pacific Oceania, 500 B.C.E. – 1200 C.E. | Chapter 6 Axum and the World, pg. 271 |
| 10/25 & 10/27 | 2 nd Unit Test; Commerce and Culture, 500 – 1500 | Chapter 7 Travelers' Tales and Observations, pg. 321 |
| 11/1 & 11/3 | China and the World: East Asian | Chapter 8 The Leisure of China's Elites, pg. 361 |

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| | Connections, 500 – 1300 | |
| 11/8 & 11/10 Note: Final Project Topic Proposals due by 11/10. | The Worlds of Islam: Afro-Eurasian Connections, 600 – 1500 | Chapter 9 The Life of the Prophet, pg. 407 |
| 11/15 & 11/17 | The Worlds of Christendom: Contraction, Expansion, and Division, 500 – 1300 | Chapter 10 The Making of Christian Europe, pgs. 454 – 455 |
| 11/22 Note: No class on 11/24 | Pastoral Peoples on the Global Stage: The Mongol Moment, 1200 – 1500 | Chapter 11 Perspectives on the Mongols, pg. 497 |
| 11/28 & 11/30 | The Worlds of the Fifteenth Century | Chapter 12 Islam and Renaissance Europe, pg. 545 |
| 12/5 & 12/7 Note: Final papers and art projects due on 12/5 | Final Presentations | None |
| 12/12 | 3 rd Unit test | |

Method of Evaluation:

Homework and In-Class Assignments – You will be responsible for reading the assigned chapters in the textbook, as well as answering the questions at the end of the Working with Evidence sections at the end of each chapter. From time to time, you will also hand in work completed in class. All homework assignments must be typed and handed in on the dates of the unit tests. The cumulative total of the homework and in-class assignments will be 200 points of your grade.

Written Assignments – During the course of the semester, you will be given 3 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. Each assignment will be worth 100 points for a cumulative total of 300 points.

Unit Tests – at the end of each textbook unit, you will be given a test that will be made up of objective questions and a short essay to ensure that you are following the material and that the course outcomes and objectives are being met. Each test will be worth 100 points for a cumulative total of 300 points.

Final Project -

On December 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 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 200 points of your final grade.

Grading System:

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|---------------------|----------------------|
| 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

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. 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/Make-Up Exams

My policy on late assignments and make-up exams 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

A first missed unit test must be made up in the same week that it has been given. A second missed unit test will be penalized severely.

I will not accept any final project after the due date unless we have an agreement beforehand.

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. | |

