

## Course Outline

World Civilizations I

(10631) HIS K121

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:

Tuesdays and Thursdays 12:15 - 2:30 p.m.; 6:00-6:30 p.m.

Or by appointment

Spring 2014

### Course Description:

This course is a survey of the evolution of world societies from the first recordings of history to the year 1500, 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 Objectives:

Actively engage in the learning process through demonstrated success on writing assignments

- Identify topics
- Read, assess, summarize and synthesize material
- Articulate central themes

Actively engage in the learning process through demonstrated success on the final project

- Employ correct research skills
- Synthesize information to demonstrate knowledge of subject matter
- Select, design and present data which demonstrates knowledge of the subject matter

### Required Texts:

- TITLE: Crossroads and Cultures: A History of the World's Peoples
- AUTHOR: Smith, Bonnie G. et al.
- EDITION: First
- COPYRIGHT YEAR: 2012
- PUBLISHER: Bedford Saint Martin's

- TITLE: Pocket Guide to Writing in History
- AUTHOR: Rampolla
- EDITION: 7th
- COPYRIGHT YEAR: 2012
- PUBLISHER: Bedford Saint Martin's
- ISBN: 9780312610418

Tentative Schedule:

<u>Week</u>	<u>Class Content</u>	<u>Text Reading and Homework Assignments</u>
January 21 <sup>st</sup>	Intro to Course	None
January 28 <sup>th</sup>	Peopling the World, to 4000 B.C.E.	Chapter 1 STP: pg. 21 Lives and Livelihoods: pg. 30
February 4 <sup>th</sup> Note: no class on February 6 <sup>th</sup> : College professional day	Temples and Palaces: Birth of the City	Chapter 2 STP: pg. 46 STP: pg. 64
February 11 <sup>th</sup>	Settlers and Migrants: The Creation of States in Asia, 5000-500 B.C.E.	Chapter 3 RTP: pg. 90 RTP: pg. 98
February 18 <sup>th</sup>	Creation of Empire: North Africa and Southwest Asia, 1550- 330 B.C.E.	Chapter 4 RTP: pg. 111 RTP: pg. 134
February 25 <sup>th</sup>	The Greeks and the Wider World, 1200-30 B.C.E.	Chapter 5 RTP: pg. 147 RTP: pg. 158

March 4 <sup>th</sup>	Peoples and World Empires: Classical India, the Kushan Empire, and China, 500 B.C.E. – 500 C.E.	Chapter 6 STP: pg. 187 RTP: pg. 196
March 11 <sup>th</sup>	The Unification of Western Eurasia, 500 B.C.E. – 500 C.E.	Chapter 7 Lives and Livelihoods: pg. 215 STP: pg. 217
March 18 <sup>th</sup> Spring break	None	None
March 25 <sup>th</sup>	Reading the Unwritten Record: Peoples of Africa, the Americas, and the Pacific Islands, 3000 B.C.E. – 500 C.E.	Chapter 8 RTP: pg. 250 STP: pg. 252
April 1 <sup>st</sup>	The Worlds of Christianity and Islam, 400-1000	Chapter 9 STP: pg. 277 RTP: pg. 291
April 8 <sup>th</sup>	Centers of Learning and the Transmission of Culture, 900-1300  Note: Topic proposals due today	Chapter 13 Lives and Livelihoods: pg. 413 RTP: pg. 423

April 15 <sup>th</sup>	Crusaders, Mongols, and Eurasian Integration, 1050-1350	Chapter 14 RTP: pg. 449 Lives and Livelihoods: pg. 457
April 22 <sup>nd</sup> –	Collapse and Revival in Afro-Eurasia, 1300- 1450	Chapter 15 Lives and Livelihoods: pg. 497 STP: pg. 502
April 29 <sup>th</sup>	Empires and Alternatives in the Americas	Chapter 16 STP: pg. 521 RTP: pg. 533
May 6 <sup>th</sup>  Final Papers Due May 8 <sup>th</sup>	None	In Class Presentations

#### Method of Evaluation:

Homework Assignments – You will be responsible for reading the chapters in the textbook, as well as answering either the Reading the Past (RTP), Seeing the Past (STP) or Lives and Livelihoods questions in each chapter (see above for those you are responsible for). 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.

Quizzes – You will be given a number of short, unannounced quizzes throughout the semester, and they will be in a number of different forms.

The combined grade of the homework, quizzes and writing assignments will be worth 60% of your overall grade.

### Final Research Project

On May 8<sup>th</sup> (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 31<sup>st</sup> 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:

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 and tutoring center. 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.commnet.edu/Ed\\_Resources/writing\\_center/](http://www.trcc.commnet.edu/Ed_Resources/writing_center/)

#### Late Assignments/Make-Up Exams

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

My policy on late assignments and make-up exams is as follows: I will accept the first late homework or 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 unless we have an agreement beforehand. A full letter grade will be taken off of each day that the final project is late.

#### Attendance:

Please look at the student handbook regarding the college's attendance policies. It goes without saying that habitual absences or lateness will negatively affect your individual contribution grade.

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.

#### 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

	10	9	8	7	6>0
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 strong topic sentences.	Generally unclear, often wanders or jumps around. Few or weak transitions, and there are many paragraphs without topic sentences.	Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.	No evidence structure or organization.
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-	Argument is clear and usually flows logically and makes sense. Some evidence that counter-arguments acknowledged,	Logic may often fail, or the argument may often be unclear. May not address counter-arguments or make any	Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic,	Too incoherent to determine.

	arguments; makes novel connections which illuminate thesis	though perhaps not addressed. Occasional insightful connections to evidence are made.	connections with the thesis. May also contain logical contradictions.	and there is no effort to grasp possible alternative views. Very little or very 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/jhingso/historygradingrubric.htm](https://users.ju.edu/jhingso/historygradingrubric.htm)