

# THREE RIVERS COMMUNITY COLLEGE

## COURSE SYLLABUS

**Course Title:** World Civilization

**Course #:** HIS 121

**Course Description:** 3 Credits

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 and modern nation states. Major economic, political, and social forces are examined for their influence upon modern society.

**Pre-requisite/Co-requisite:** ENG 085 with a "C-" or better or a satisfactory score on the reading placement test

**Goals:**

- To understand and analyze the social, economic and political movements of ancient world civilizations.
- To look at history and historiography from the perspective of different cultural groups with attention to race, gender, ethnic and class issues.
- To foster a better overall understanding of the early history of World Civilizations and their contribution to the early effects of globalization.

**Outcomes:** Upon completion of this course the student should be able to:

- Analyze primary and secondary historical sources.
- Define and interpret the concept of historical agency
- Analyze and assess the Greek civilization
  - o Evaluate the importance of the following:
    - Government
    - Social class
    - Religion
      - Demonstrate the importance of myths
      - Assess the role of the polytheistic gods
    - the Military
      - Appraise the phalanx and other Greek innovations
    - Philosophy
      - Assess the work of Socrates, Plato, and Aristotle
- Analyze and assess the Roman Republic
  - o Describe the origins of Roman civilization
  - o Evaluate the importance of the following:
    - Government
      - Define the various branches of the Republic with special emphasis on the following: consuls, dictators, and the Senatus Consultum and Concilium of the Plebs
    - Social class
      - Interpret the roles of the patricians, plebeians, and slaves

- Religion
    - Demonstrate the importance of myths
    - Assess the role of the polytheistic gods
  - the Military
    - Appraise the development of the legions with special emphasis placed on the long term effects of the Marius Reforms
    - Assess the importance of the Punic Wars
  - Illustrate the demise of the Republic and the development of the Empire
    - Evaluate the roles of Gaius Julius Caesar and Octavian
- Analyze and assess the Roman Empire
  - Interpret the changing shape of imperial government
    - Examine the importance of the emperors Augustus, Tiberius, Caligula, Diocletian, and Constantine
  - Define and illustrate life during Pax Romana
  - Identify resistance to Roman hegemony
  - Demonstrate the long term significance of Roman engineering and technology
  - Interpret the decline and fall of the Empire
- Analyze the comparative arguments for the founding of Agriculture in early civilizations from China to the Mediterranean
- Analyze the origins of China and compare it to the origins of Greece and Rome
  - Define the how the Zhou society and economy works
  - How did Confucianism become a influential in China.
  - Discuss the decline and fall of the Qin and Han Empires.

## College Policies

**Plagiarism:** Plagiarism and Academic Dishonesty are not tolerated at Three Rivers Community College. Violators of this policy will be subject to sanction. Please refer to your "Student Handbook" under "Policy on Student Rights," the Section entitled "Student Discipline," or the College catalog for additional information. **The policy for this class for plagiarism is simple: If you are caught you fail the class.**

**Americans with Disabilities Act (ADA):** The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should contact Counseling and Student Development Services at 860-383-527 and located at A119 on the first floor of the college..

**School Cancellations:** If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations. Students may also log onto the College's website at [www.trcc.comnet.edu](http://www.trcc.comnet.edu) call the college directly at 860-886-0177 to hear a recorded message.

## COURSE OVERVIEW

Fall 2011

**Course Title:** World Civilization I

**Number & Section:** HIS 121-01 CRN#  
**TR:**2:30-3:45 pm

**Course Type:** Lecture  
**Main Campus #**D107

**Instructor:** Professor Mike Green

**Phone:** 860-373-7329

**E-Mail:** jgreen@nwcc.commnet.edu

**Office hours:** must be made by appointment

---

### **Required Text/Course Materials:**

Edgar, Robert R. **Civilizations Past & Present** 12<sup>th</sup> edition Volume I: to 1650. New York: Pearson, 2008.

Mellor, Robert. **Augustus and the Creation of the Roman Empire** ISBN-0-312-40469-7

Other materials will be provided in class.

### **Tentative Schedule:**

<b><u>Week/Date</u></b>	<b><u>Chapter</u></b>	<b><u>Assignments</u></b>	<b><u>Due Dates</u></b>
January 24	Chapter 1		
January 29,31	Chapter 2		
February 5, 7	Chapter 2	Group 1: Discussion	
February 7, 9	Chapter 3		Pass out reading Packet 1
February 12, 14			
February 19, 21	Chapter 3		
February 26, 28	Chapter 4	Group 2	
March 5,7	Chapter 4		Paper 1 due Pass out Midterm
March 12.14	Chapter 5		Midterm due on March 14 in class
March 18-24 (spring Break)			
March 26, 28	Chapter 5		Pass out reading packet 2

March 26, 28	Chapter 5		Pass out reading packet 2
April 2, 4	Chapter 6		
April 9, 11	Chapter 7	Group 3	Mellor Book Review
April 16, 18	Chapter 8		
April 23, 25	Chapter*		Course paper 2 due
April 30, May 2	Chapter 10		Pass out Final on May 2
May 7, 9			Return Final on May 10

**Grading Policy:** The work you face is challenging but not impossible. You will be held responsible for all readings as they might show up on an exam or play an important role in class discussion. The breakdown of the assignments and grading is as follows:

Course papers - **30%**  
 Participation – **10%**  
 Leading the discussion -10%  
 Final and Midterm - **50%**

**Final and Midterm Exams:** The Midterm and Final exam are take home exams and will consist of 4 questions. The student will be required to choose 2 questions and write out the answer in essay format. Students must obtain the exam on the day it is passed out. If you cannot get the exam on the assigned day arrangements need to be made so that you can get it. I am not a tremendous fan of emailing exams as technology can be a bit tricky. Exams will be turned in on the due date stated in class. There are no exceptions. ***Exams cannot be made up if missed.*** It is the student's responsibility to obtain a copy of the exam if they cannot pick it up on the day it is passed out. In addition, if a student picks up the exam after the day it is passed out and before it is due, there is no extension of time unless arrangements were made before the exam was passed out.

**Course papers:** Throughout the semester I will provide students with additional reading packets. Students will use these readings along with the text to write a critical or comparative essay of 3 pages. This will occur twice during the semester and due dates will be provided above. The rules of American Standard English apply.

**Mellor Book Review:** Students will be required to purchase and read Robert Mellor's book, **Augustus and the Creation of the Roman Empire**. This is a book review and not a book report. Students need to review **Guidelines for a Concise Book Review** contained in this syllabus.

**Leading the Discussion and Participation:** Students will be broken up into 3 groups this semester for the leading the discussion assignment. Each group will be responsible to write questions on a specifically assigned chapter and submit them online; (This must be done or students will not get credit for it). As a group, students will provide a topic sheet with their signatures on the back. Students should have 2 copies for the assigned day one for the professor (signed copy) and one for their group colleagues. If students are not present on the day they present their questions, they lose their points for this assignment. We will discuss how to meet within each group outside of class. There are two parts to this

assignment. 1. Each student individually submits questions. 2. Students meet together to decide the theme of the discussion.

**Late Assignments:** It is expected that all materials will be turned in on time. However, an occasional event may occur that prevents items from being turned on time. It is understood that if an assignment is late a reduction in the overall grade will be applied. If a student has a planned absence and works it out ahead of time with the instructor the reduction may not apply. Overall, late assignments are not accepted unless circumstances prevent its occurrence and the student has spoken to the instructor about the issue. Do not assume that I will accept a late assignment if arrangements have NOT been made to discuss it. Generally, after the Midterm exam has been turned in, no previous assignment will be accepted.

**Attendance:** As class discussion is pivotal in this course, please keep in mind that attendance is crucial to your success and the success of your classmates. **Attendance is important in that one cannot pass this course without attending classes.** I will provide a general outline for students in class and attempt to make them available online for download. For absences students should make arrangements to obtain notes from colleagues and handouts from the professor. If you are late to class, I have no problems with you entering the classroom. However, please attempt to do so with as minimal interruption as possible.

**Other Policies:** We will do our best to follow the syllabus, but as the great Scottish poet, Bobby Burns, wrote, "The best laid plans of mice and men gang aft agley." **Changes are inevitable.** Days for discussion may be change due to the need to cover materials.

**Please note:** If you feel confused or think that we are going too fast, do not be afraid to tell me. Since history is a series of connecting events and not a hodgepodge of isolated facts, I would rather fall behind on the syllabus then risk losing you. **Please ask questions!** I will begin to feel lonely if I am the only one speaking.

## **Cell Phone/ Laptop/ Recording Devices**

**All Cell Phones will be rendered Silent during the lecture session.** To be polite to your colleagues and myself all cell phones should be silenced. If you must answer a phone call for an emergency, then please quietly leave the room. Examples emergencies or dire circumstances include, but are not limited to, death in the family (not your pet guinea pig), nuclear holocaust or Armageddon (in which case a phone is totally unnecessary), childcare emergency, emergency that requires the students immediate attention (not planning the next party, wedding, confirmation, bar-mitzvah,) Exceptions may be made with the permission of the instructor and under dire circumstances. Permission must be obtained first. I do understand that we all live complicated lives and that, occasionally, one must be contacted. Answering a text message also falls within the above guidelines. Please do not be rude to your colleagues.

**Recording devices:** Recording devices are strictly prohibited in the classroom without the permission of the instructor. Permission must be obtained first.

**Laptops:** You may use your laptops to take notes. However, if the privilege is abused I will withdraw my permission. This is a **privilege!** Examples of abuse include, but are not limited to, the following: surfing the internet during lecture, instant messaging, doing class assignments for another class, and anything else that could be disruptive or destructive of the learning environment. Occasionally, internet use will be used in the course. Laptops are useful tools for note taking as well as connection with people. However, there is a time and place for each application. It is the student's responsibility to understand the difference.

## **A Concise Guide to Writing a Critical Book Review**

A critical book review requires that you identify, summarize and, most importantly, evaluate the ideas and information the author has presented. A critical book review is ***not*** a book report. Reports discuss content, while reviews evaluate the book's strengths, weaknesses and validity through explanation, interpretation, and analysis. Critical reviews can be positive or negative, based on your assessment of the book.

The following information provides some guidelines only. Books reviews can vary in a number of ways, including length, scope, intended audience, and complexity.

### **What to include in a critical book review:**

Reviews generally provide:

- Full bibliographic information (author, title, edition, publisher, place of publication, year of publication), often presented as a heading or introductory sentence.
- A brief description of the contents of the book.
- An assessment of the author's authority / biases
- An evaluation of the strengths and weaknesses of the book based on the purposes of the author, and using evidence to support the reviewer's argument.
- An overall assessment of the book.

### **Suggested steps in writing a critical book review:**

Get to know the work by reading the book carefully and by reading other opinions of the book (use the resources of the library to find other critical reviews). In getting to know the book, use all the information within the book itself.

- Look at the title page, is there a sub-title? Note when the book was first published.
- Is there a table of contents, or chapter headings? If so, use these as an orientation to the organization and contents of the book.
- If a bibliography is present, give it careful scrutiny to determine what may have contributed to the author's conclusions. Also consider the quality and veracity of these sources.
- Always read the preface or introduction for statements about the book's intentions and/or limitations.
- As you read, take notes and flag passages that you feel are illustrative of the purpose, theme and style of the work. Note strengths as well as weaknesses, and use the questions below to guide your assessment.

Establish the thesis of your review. Think about what the main point of your criticism will be. Consider the author's intention in writing the book and whether this was achieved.

- Organize your notes into an outline which incorporates your thesis.

- Write the review, including the elements discussed above.
- Edit and revise the review before submitting it.

### **Questions to consider when reading the book and writing the review:**

#### **Authority / Objectivity**

- Who is the author?
- What are her or his particular credentials and expertise in this area? What makes her or him an expert on this topic?

#### **Audience**

- Who is the intended audience of this book (academics, students, the general public)?
- Is the book appropriate for its audience?

#### **Scope / Purpose / Content**

- What is the subject of the work and the broad field and/or genre into which it fits?
- What is the scope of the work? Is this a comprehensive overview or a detailed analysis?
- What is the author's purpose in writing this book? What has he or she set out to prove?
- What is the overarching thesis of the book? How well has the author met these goals? Does the author do what she or he has set out to do?
- What are the main points set out by the author?
- How does the author prove the thesis and main points? What is the author's methodology?
- What evidence does the author provide to support his or her argument (sources, data, personal anecdotes, etc)? Is this evidence convincing?

#### **Style**

- How is the book structured? Is its development orderly and logical?
- What is the author's writing style? Is it narrative or analytical?
- Is the prose readable and appropriate to its intended audience?

#### **Other points to consider**

- How does this book compare to other books on the same subject? Does it present a unique perspective or new research?



- Does the book have illustrations? A list of references or a bibliography? An index? Are there any other features? Are they effective and useful?
- Does the author suggest areas for further research or discussion?
- What, if anything, has been left out?

### **Finally**

- **What is your final assessment?**
- **Would you buy this book or recommend it to others?**
- **You must make a recommendation that complies with your assessment. Don't recommend the book if you earlier stated you disliked the book.**

# What – How – Why Worksheet

## Historical Question:

\_\_\_\_\_?  
\_\_\_\_\_?

What do we know?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do we know?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why does it matter?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

# Worksheet for Evaluating Web Sites

<p><b>What?</b></p>	<p><b>WHAT is the page/site about? Does it have the kind of information you need?</b></p> <ul style="list-style-type: none"> <li>• Look at the browser title bar, document title, content and links.</li> <li>• Record the title of the web page and web site for citation.</li> </ul> <p>Page Title:</p> <p>Website Title:</p>
<p><b>Who?</b></p>	<p><b>WHO created the page/site? Can you find and verify the author's qualification, whether an individual or organization?</b></p> <ul style="list-style-type: none"> <li>• Look for "About the author/About us" links for author's name and contact information.</li> <li>• Verify author's qualifications in another source, e.g., journal, encyclopedia, directory.</li> <li>• Look for a link to the home page of the Web site where the document lives.</li> <li>• Look at the parts of the URL or address to find organization affiliation.</li> </ul> <p>This page/site's author is:</p> <p>Author's qualification:</p>
<p><b>Where?</b></p>	<p><b>WHERE is the information coming from?</b></p> <ul style="list-style-type: none"> <li>• Look at the address or URL: .edu=educational, .com=commercial, .org=organizational, gov=government, two letter country codes</li> <li>• Look up domain owner with Whois search (<a href="http://www.networksolutions.com/en_US/whois/index.html">http://www.networksolutions.com/en_US/whois/index.html</a>)</li> </ul> <p>The URL of this page/site is:</p> <p>Type of page/site:</p>
<p><b>Why?</b></p>	<p><b>WHY is this page/site on the Web and how does it affect the information?</b></p> <ul style="list-style-type: none"> <li>• Look at "About us/Mission/Purpose", links, content and advertising.</li> <li>• Determine purpose of the site:             <ul style="list-style-type: none"> <li>• Advocacy or "soapbox" (tries to persuade).</li> <li>• Informational (often multiple viewpoints and references).</li> <li>• Business or marketing (tries to sell).</li> <li>• Entertainment.</li> </ul> </li> <li>• Choose sites whose purposes are compatible with your information needs.</li> </ul> <p>I believe this page/site is on the web to (circle): advocate/persuade; inform/educate/ sell/business; or entertain. WHY? – Explain:</p>
<p><b>How?</b></p>	<p><b>HOW accurate or credible is this page/site?</b></p> <ul style="list-style-type: none"> <li>• Examine references and bibliographies.</li> <li>• Verify information in another reputable source (e.g., encyclopedia, journal, book, another Web site-that does not reference or copy this website).</li> <li>• If you notice many errors in spelling, punctuation, grammar, etc., question the accuracy of other information.</li> </ul> <p>This page/site (circle one) does / does not have references or a bibliography pointing to the source of information.</p> <p>This page/site (circle one) does / does not have noticeable errors.</p>
<p><b>When?</b></p>	<p><b>WHEN was the page/site or information created? Is the date important for the timeliness of the content?</b></p> <ul style="list-style-type: none"> <li>• Look for dates. Can you tell what they mean? Publication or copyright date? Last modified or updated? Date any statistics were gathered or published?</li> <li>• Note date you accessed the site. You need this to cite the Web site!</li> </ul> <p>I visited (accessed) this page/site on:</p> <p>The date on the page/site is:</p> <p>The date (circle one) does / does not affect the quality or relevance of the content.</p>

Adapted from University of Wisconsin-Madison Librarians' Internet Resources Working Group  
 The URL of UW-Madison Librarians page is <http://www.library.wisc.edu/libraries/instruction/instrmat/webeval.htm>

## STUDENT CONTRACT AGREEMENT

Read this agreement **VERY** carefully. Answer all questions, “sign” it, and turn it in.

- 1. I understand that this course is not a “self-paced” course; I am prepared to work diligently on the material throughout each week. I will also complete and submit my work according to announced deadlines.**  
*You must work at this course every day if you intend to be successful. Be sure you complete the homework as close as possible to the suggested deadlines so that you will be prepared for the quizzes and exams.*
- 2. I understand that work will not be accepted beyond announced deadlines except when arrangements have been made with the instructor. Such arrangements are solely at the discretion of the instructor in circumstances such as debilitating illness, death in the family, or legal/religious obligations.**  
*If serious circumstances prevent you from completing work within this time frame, you must notify the instructor prior to the late deadline.*
- 3. I am comfortable enough with English that I will be able to read and understand a college level textbook. And I am knowledgeable enough with American Standard English to write using these grammatical rules. If I do not know the correct syntax, I do know where to look up the answer either on the internet or in the library. Your ability to read and understand the textbook, and on-line written material, is essential to success in the course.**
- 4. I will have purchased the required textbook no later than January 26, 2012.**  
*You will begin Chapter 1 on the first day of class. Without having the text book at that time, you will be unable to participate fully or pass the first quiz*
- 5. I have regular access to a computer with a printer and Internet access. And I will check class announcements 1-3 times a week.**  
*You will receive little to no hand outs in this class—ALL information will be up on the course in Blackboard so it is imperative you have Internet access throughout the course. There are multiple places on campus that allow you to access.*
- 6. I know how to open Word and Adobe Acrobat (PDF) files and know the computer I will use has all this software.**  
*You will be accessing Word and Adobe Acrobat files each week to retrieve the homework and you must have the ability to open these documents.*
- 7. I have an active e-mail account that I check frequently. If for any reason this email address changes, I will immediately change the email address with Three Rivers Community College and send an email to the professor.**  
*The instructor frequently email students reminders and important information about schedule changes etc. The instructor will send out emails to student accounts so your email address **MUST** be current with Three Rivers Community College or you will miss important information*
- 8. I have a documented learning disability and require accommodations in this course.**  
*The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should contact Counseling and Student Development Services at 860-383-527 and located at A119 on the first floor of the college.*
- 9. I will contact the instructor immediately if any problems arise.**  
*If you are struggling with any aspect of the course, or unexpected personal difficulties arise, you should always contact the instructor immediately. The instructor very much wants to see you succeed in the course and will make every effort to help you do so.*

10. **I have read the Syllabus in its entirety and understand that this course will adhere to the policies described therein.** *In order to provide a fair and consistent learning experience to all students, the instructor will adhere to all policies outlined in the syllabus throughout the course. As questions arise about the course, students are encouraged to refer back the syllabus.*
11. **I understand that when I email the professor there will be a 24-48 hour turn around time before I get an answer either officially or verbally in class.** *Emails can take time, the professor will attempt to answer all emails as diligently as possible.*
12. **I understand that the quizzes and in class assignments may change on a moments notice. If I am absent I will confer with my colleagues, email my professor, or check the course announcements to make sure that I am up to date.** *Absences may occur with throughout the class that cannot be helped. It is the student's responsibility to ensure that they are current and up to date on course affairs.*
13. **I understand that in the event I decide to withdraw from the class, I will file the appropriate paperwork with the registrar and seek the necessary signatures. If I decide to stop going to class and I have not communicated with the professor I wish to withdraw, I will receive an E for the class.** *Students need to understand that there is a definite deadline for withdrawing. If a student decides to stop going to class and does not communicate with the professor that he/she wishes to withdraw or filled out the correct paperwork, it is an automatic E.*
14. **I have the following questions/concerns/comments (list below) about the course:**  
*\*\*\*Don't forget to "sign" your name at the bottom of this document !\*\*\**

*Concerns of student to be addressed:*

\_\_\_\_\_ (by the student)

\_\_\_\_\_ date

