

Course Outline

World Civilizations II

(10258) HIS K122

Thursdays: 6:30 – 9:15 p.m.

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

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Office Phone: (860) 892 - 5703

Office Hours:

Tuesdays and Thursdays: 6:00 – 6:30 p.m.

Wednesday: 2:00 – 4:00 p.m.

Or by appointment

Spring 2012

Course Description:

This course is a survey of the evolution of world societies from the year 1500 to the present day, 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. For this particular semester, we will be using feature films in class as a means to further understand this history.

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: Ways of the World; Volume 2: Since 1500
- AUTHOR: Strayer, Robert W.
- EDITION: First
- COPYRIGHT YEAR: 2011
- PUBLISHER: Bedford Saint Martin's

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

Tentative Schedule:

<u>Week</u>	<u>Class Content</u>	<u>Text Reading and Homework Assignments</u>
January 19 th .	Intro to Course	None
January 26 th .	The Worlds of the Fifteenth Century	Chapter 13
February 2 nd .	Empires and Encounters	Chapter 14; Film Journal
February 9 th .	Global Commerce	Chapter 15; Film Journal
February 16 th .	Religion and Science	Chapter 16; Film Journal
February 23 rd .	Atlantic Revolutions and Their Echoes, 1750-1914	Chapter 17; Film Journal
March 1 st .	Revolutions of Industrialization, 1750-1914	Chapter 18; Film Journal
March 8 th .	Internal Troubles, External Threats: China, the Ottoman Empire, and Japan, 1800-1914	Chapter 19; Film Journal

March 15 th – No class: spring break	None	None
March 22 nd .	Internal Troubles, External Threats: China, the Ottoman Empire, and Japan, 1800-1914 (cont.)	Film Journal
March 29 th . - Research essay topic proposals due.	Colonial Encounters, 1750-1914	Chapter 20; Film Journal
April 5 th .	The Collapse and Recovery of Europe, 1914-1970's	Chapter 21; Film Journal
April 12 th	The Rise and Fall of World Communism, 1917-Present	Chapter 22; Film Journal
April 19 th .	Independence and Development in the Global South, 1914-Present	Chapter 23; Film Journal
April 26 th .	Accelerating Global Interaction	Chapter 24; Film Journal
May 3 rd .	Make up day (if necessary) – Final Papers Due	Film Journal: Homework (To Be Determined)

Note: This is a tentative schedule and will almost certainly be revised during the semester due to content or weather issues. I will inform you of any changes.

Method of Evaluation:

Homework Assignments – Because of the nature of the course, you will be responsible for the bulk of the content out of the classroom. To that end, you will be responsible for reading the chapters in the textbook, as well as answering the Questions for Analysis or visual sources at the end of each chapter and handing them in the following week. Each question must be answered completely, and show (when relevant) that you have read and synthesized the material in the reading. This will be vital for you to earn a high grade. All assignments must be typed and handed in at the beginning of class. I will not accept any email assignments this semester.

Film Journal – You will keep a film journal, documenting your reactions to each film that we watch. Journal entries must be typed, should be no less than 300 words, and be collected the week after the showing of each film. Though summary and opinion are often good places to start, entries should reach beyond this level to reflect critical thinking about the film. What strikes you as strange – or particularly well done? How does this film accord with what you have learned about the historical area it treats? How does it compare with a similar film or other works about the same historical period? Once again, tying in important elements from your weekly readings and homework assignments is key to earning a high grade.

The homework assignments and the journal entries will be worth 50% of your total grade

Research Essay– At the end of the semester, you will be required to complete a research essay (8-10 page minimum) that covers an important topic related to the course. I will allow you to choose your topic, but you need to hand in a topic proposal on what you will be writing by March 29th. All the information you need about writing the essay can be found in the Rampolla guide, but I will have more information about the essay at a later date. The paper will be worth 50% of your total grade.

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 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.commnet.edu/Ed_Resources/writing_center/

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 up to a week after it is due . 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.

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.	

	Excellent	Good	Needs Improvement	Poor	F
Organization	<p>Essay contains an intro, main body, and conclusion.</p> <p>Introduction lays out main argument and gives an outline of what the reader can expect in the essay.</p> <p>The conclusion brings everything together, acknowledges potential shortcomings of the paper, and gives the reader a sense of what further work might be done to advance the subject matter described in the paper.</p>	<p>Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay.</p> <p>The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.</p>	<p>Essay contains an intro, main body, and conclusion.</p> <p>The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction.</p> <p>Intro and/or conclusion may be too wordy or short.</p>	<p>Essay has no clear organizational pattern.</p>	
Clarity and Style	<p>All sentences are grammatically correct and clearly written.</p> <p>No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread (ideally by you and somebody else), and contains no errors.</p>	<p>All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked AND proofread, and contains no more than a few minor errors, which do not adversely affect the reader's ability to understand the essay.</p>	<p>A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked AND proofread, but still contains several errors. Reader's ability to understand essay may be compromised by these errors.</p>	<p>Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.</p>	