

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

Email Address: ppatsouris@trcc.commnet.edu

Office Phone: (860) 892 - 5703

Office Hours:

Tuesdays and Thursdays: 3:00-4:00 p.m.; 6:00 – 6:30 p.m.

Mondays: 2:00 – 5:00 p.m.

Or by appointment

Spring 2013

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: Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

Learning Objectives:

1. Interpret and differentiate types of historical sources including popular, academic, primary, and secondary.
2. Recognize ever-changing interpretations of history.
3. Examine the development of societies in national and/or international contexts.
4. Explain the influence and agency of race, class, gender, and other perspectives on historical events.
5. Describe the impact of the past on subsequent events, including the present.
6. Examine the complex, dynamic, and interrelated nature of change.

Required Texts:

- TITLE: Ways of the World; Volume 2: Since the Fifteenth Century
 - AUTHOR: Strayer, Robert W.
 - EDITION: Second
 - COPYRIGHT YEAR: 2013
 - PUBLISHER: Bedford Saint Martin's
 - ISBN: 978-1-4576-2204-5
-
- TITLE: Pocket Guide to Writing in History
 - AUTHOR: Rampolla
 - EDITION: 7th

- COPYRIGHT YEAR: 2012
- PUBLISHER: Bedford Saint Martin's
- ISBN: 978-0312610418

Tentative Schedule:

<u>Week</u>	<u>Class Content</u>	<u>Text Reading and Homework Assignments</u>
January 24 ^h .	Intro to Course	None
January 31 st .	The Worlds of the Fifteenth Century	Chapter 12 BPQ: pg. 592 UE: pg. 599 or 609
February 7 th .	Political Transformations: Empires and Encounters, 1450-1750	Chapter 13 BPQ: pg. 649 UE: pg. 659 or 667 Film Journal
February 14 th .	Economic Transformations: Commerce and Consequence, 1450-1750	Chapter 14 BPQ: pg. 698 UE: pg. 709 or 717 Film Journal
February 21 st .	Cultural Transformations: Religion and Science, 1450-1750	Chapter 15 BPQ: pg. 752 UE: pg. 761-2 or 771 Film Journal
February 28 th .	Atlantic Revolutions, Global Echoes: 1750-1914	Chapter 16 BPQ: pg. 811 UE: pg. 819 or 825 Film Journal
March 7 th .	Revolutions of Industrialization: 1750-1914	Chapter 17 BPQ: pg. 860 UE: pg. 870 or 877 Film Journal

March 14 th .	Colonial Encounters in Asia and Africa: 1750-1950	Chapter 18 BPQ: pg. 912 UE: pg. 921 or 929 Film Journal
March 21 st . – No class: spring break	None	None
March 28 th .	Empires in Collision: Europe, the Middle East, and East Asia 1800-1914	Chapter 19 BPQ: pg. 956-7 UE: pg. 965 or 971 Film Journal
April 4 th . - Research essay topic proposals due.	Empires in Collision: Europe, the Middle East, and East Asia 1800-1914 (cont.)	None
April 11 th .	Collapse at the Center: World War, Depression, and the Rebalancing of Global Power 1914-1970's	Chapter 20 BPQ: pg. 1017 UE: pg. 1023-4 or 1033 Film Journal
April 18 th	Collapse at the Center: World War, Depression, and the Rebalancing of Global Power 1914-1970's	None
April 25 th .	Revolution, Socialism, and Global Conflict: The Rise and Fall of World Communism 1917-Present	Chapter 21 BPQ: pg. 1067-8 UE: pg. 1078 or 1085 Film Journal
May 2 nd .	The End of Empire: The Global South on the Global Stage 1914-Present	Chapter 22 BPQ: pg. 1118-9 UE: pg. 1128 or 1135 Film Journal

May 9 th . Final Papers Due	Capitalism and Culture: A New Phase of Global Interaction, Since 1945	Chapter 23 BPQ: pg. 1171 UE: pg. 1181 or 1187 Film Journal
---	---	---

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 (5-10 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 April 4th. 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.comnet.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.

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	Argument is clear and usually flows	Logic may often fail, or the argument	Ideas do not flow at all, usually	Too incoherent to determine.

	identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections which illuminate thesis	logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to evidence are made.	may often be unclear. May not address counter-arguments or make any connections with the thesis. May also contain logical contradictions.	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 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