

## **Course Syllabus**

### **World Civilizations II HIS K122**

M,W,F 10:00 -10:50 AM

Room B125

Three Rivers Community College

Norwich, CT 06360

Instructor: Richard Seckla

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Office: D205

Office Hours:

Monday, Wednesday, Friday 9:00-10:00

Spring 2013

### **Course Description:**

This course is a survey of the evolution of world societies from the Age of Discovery 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 period. The course will particularly focus on the issues that have an immediate relevancy on the modern world.

Note: *HIS\* K121(World Civilizations I) is not a prerequisite course for HIS\* K122(World Civilizations II). Course fulfills International/Intercultural Requirement.*

*Prerequisite: Placement test score indicating ENG\* K101 or completion of ENG\* K100 with a "C" grade or better.*

### **Course Objectives:**

**Learning Goal:** At the end of the course, students will understand, articulate and synthesize the development of early modern and 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

In other words, the overall purpose of this course is to help students gain a solid foundation in understanding the evolution of modern societies. A secondary, yet equally important, goal is the development of a methodology in order to examine evidence in order to convey information in a clear and concise manner (this is more commonly known as critical thinking). Finally, I want students to be active participants in the course and in class discussions. I encourage you to ask questions and take the initiative to delve deeper into topics. I look for students to be enthusiastically engaged with the subject matter.

*“Few learn from history who do not bring much with them to its study” - John Stuart Mill*

**Required Text:**

Bentley, Jerry and Herbert Ziegler. *Traditions and Encounters: A Global Perspective on the Past, Volume II: From 1500 to the Present*. Fifth Edition, 2011.

In addition to the text, additional readings for class discussion will be assigned on a week-to-week basis.

*“Time management is one of the keys to success in college” - Seckla*

**Tentative Class Schedule:**

<b>Class</b>	<b>Class Content</b>	<b>Text Reading</b>
<b>Week 1</b> January 25	Introduction to the course	
<b>Week 2</b> January 28	The World in 1500 The Age of Discovery	Chapter 22
January 30	European Expansion and the First Empires	Chapter 22
February 1	The Impact of European Expansion The Columbian Exchange	Chapter 22 <b>Discussion</b>
<b>Week 3</b> February 4	Early Modern Europe The Protestant Reformation Wars of Religion	Chapter 23
February 6	Age of Kings Absolutism Constitutionalism	Chapter 23
February 8	European Society Capitalism The Enlightenment The Scientific Revolution	Chapter 23 <b>Discussion</b>
<b>Week 4</b> February 11	The Americas: Spanish and Portuguese Colonies	Chapter 24
February 13	The Americas: English and French Colonies	Chapter 24
February 15	North and South American Cultural Contrasts	Chapter 24 <b>Discussion</b>
<b>Week 5</b> February 18	<b>No Class</b>	
February 20	<b>Exam #1</b>	
February 22	Africa and European Encounters	Chapter 25

<b>Week 6</b> February 25	The African Slave Trade and the African Diaspora  <b>Paper Proposal/Sources Due</b>	Chapter 25
February 27	The Far East China: the Ming and Qing Dynasties Japan: the Tokugawa Shogunate	Chapter 26
March 1	Europeans and the Far East	Chapter 26 <b>Discussion</b>
<b>Week 7</b> March 4	The Islamic World The Ottoman Empire  <b>Reaction Paper #1 Due</b>	Chapter 27
March 6	The Safavid and Mughal Empires	Chapter 27
March 8	The Islamic World and the West	Chapter 27 <b>Discussion</b>
<b>Week 8</b> March 11	<b>Exam #2</b>	
March 13	The Long 19 <sup>th</sup> Century  Enlightenment Thought and the American Revolution	Chapter 28
March 15	The French Revolution	Chapter 28
<b>Week 9</b>	<b>Spring Break</b>	
<b>Week 10</b> March 25	The Latin American Revolutions	Chapter 28
March 27	The Rise of Political Ideologies and Nationalism  Anti-Semitism	Chapter 28
March 29	<b>No Class</b>	

<b>Week 11</b> April 1	The Industrial Revolution <b>Thesis Due</b>	Chapter 29
April 3	Radical Ideologies: Socialism and Marxism	Chapter 29
April 5	Impact of Industrialization	Chapter 29 <b>Discussion</b>
<b>Week 12</b> April 8	<b>Exam #3</b>	
April 10	The Rise of the United States	Chapter 30
April 12	Growing Pains and Latin America	Chapter 30 <b>Discussion</b>
<b>Week 13</b> April 15	The Ottoman Empire in the 19 <sup>th</sup> Century	Chapter 31
April 17	The Russian Empire in the 19 <sup>th</sup> Century	Chapter 31
April 19	Contrasts: Late Ming China Meiji Japan	Chapter 31 <b>Discussion</b>
<b>Week 14</b> April 22	European Imperialism <b>Reaction Paper #2 Due</b>	Chapter 32
April 24	American and Japanese Imperialism	Chapter 32
April 26	The Impact of Imperialism	Chapter 32 <b>Discussion</b>
<b>Week 15</b> April 29	<b>Exam #4</b>	
May 1	The Road to World War I	Chapter 33
May 3	World War I	Chapter 33

<b>Week 16</b> May 6	Versailles, the League of Nations, Mandates	Chapter 33 <b>Discussion</b>
May 8	The Rise of Totalitarian States	Chapter 34
May 10	The Great Depression	Chapter 34
<b>Week 17</b> May 13	The Colonial Challenge	Chapter 35 <b>Discussion</b>
May 15	The Road to World War II <b>Term Paper Portfolio Due</b>	Chapter 36
May 17	<b>Final Exam #5</b>	

### **Method of Evaluation:**

This course will focus heavily on reading, writing, and research, and the assignments will be reflective of that.

**Exams**-A total of five in-class exams will be given over the course of the semester. Every attempt will be made to conduct exams on Mondays so you will have weekends to study. I will issue a study guide prior to each exam so you can focus your studies on those items which will be on the test. The exams *may* consist of identification questions, multiple choice, matching, short-answer essays and formal essays. The average of your exam grades will constitute 45% of your grade.

**Discussion Participation, Preparation, In-Class Quizzes** – This consists of how much you actively participate in the learning process. Most weeks, one class period will be devoted to group discussions. You will be expected to complete assigned readings *prior to class* in order to be prepared for and involved in class discussions. Most discussion days will also include a short quiz based on that day’s assigned readings. Attendance is crucial, if you miss that day’s in-class work, it’s no credit. 15% of your final grade.

**Reaction Papers (2)** – Reaction or response papers are your opportunity to express what you think or feel about something you have read in the text or other sources. Sample responses could revolve around the following questions:

How do you feel about what you have read?

What have you found most surprising? Interesting? Disturbing? Enlightening?

Do you agree or disagree with what you have encountered? Why or why not?

Two reaction papers of 2-3 pages, typed, double spaced are required. This component is worth 15% of your final grade.

**The Term Paper** - The paper assignment consists of three components and will constitute 25% of your final grade:

1. Paper proposal *with Works Cited in MLA format*, minimum of four sources required. This is simply a statement of the topic you have chosen to research. See handout for specifics on sources. 5% of project.
2. Thesis statement *with Works Cited in MLA format*: after you have begun researching your topic, you should be developing some opinions and taking a position based on your readings. The thesis statement is the argument that your paper will be based on supported by the evidence from your research. 5% of project.
3. The paper portfolio: at the end of the session, you will submit your paper *with your original proposal and thesis statement*. 15% of project.

**Note:** If you want your final exam and paper returned, bring a stamped, self-addressed envelope to class at the end of the session. Figure on about \$1 for postage.

*\*\*\*Stay on track with this! Give careful consideration to your topic. Subsequent requests for topic changes will result in a grade penalty. Work on the paper throughout the semester; don't put it off until the last minute. You will have other major assignments and finals at the end of the semester – plan accordingly!\*\*\**



**Grading System:**

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = Below 60

Exams	45%
Discussion Participation, In-Class Quizzes	15%
Reaction Papers	15%
Term Paper Proposal	5%
Term Paper Thesis	5%
Term Paper Portfolio	15%

**Late Assignments/Missed Quizzes/Make-Up Exams:**

Staying on track and submitting assignments on time is crucial for success in this (and any) course. I will issue reminders on upcoming due dates but I will not chase you down if you miss a date. If assignments are not turned in on the due date, your grade will be lowered for each day in which it is not turned in.

The in-class quizzes are given to ensure that you remain current with the readings on discussion days. In this context, ‘makeups’ are somewhat pointless. I will drop your two lowest quiz grades (translation, you can miss two without penalty). After that, it’s zeros.

Missed exams must be submitted within one week of the original exam date (before I hand back corrected exams). Failure to complete the make-up within the one-week window will result in a grade of zero for the exam. I allow one make-up exam per semester without penalty. A second make-up exam will be penalized by one letter grade.

*\*\*\*In other words, don’t make a habit of skipping exam days.\*\*\**

*\*\*\*No make up will be offered on the final!\*\*\**

**Attendance:**

Regular attendance is essential for success in the course and is expected. Experience has shown that students who attend class sporadically perform poorly in the course. Within the College's guidelines and with permission, occasional absences for compelling reasons will be granted. I take attendance at the beginning of each class, and it goes without saying that habitual absences or lateness will negatively affect your individual contribution grade. If you do have to miss a class, I strongly urge you check with your fellow students for any handouts prior to the next class.

**College Withdrawal Policy:**

A student who finds it necessary to discontinue a course MUST complete a withdrawal form obtained from the Registrar's Office. Students may withdraw from class anytime during the first ten weeks of the semester without being in good standing or obtaining prior permission of the instructor. After that period, a student wishing to withdraw must obtain written authorization of the instructor to receive a "W" grade for the course. Students who fail to properly withdraw and cease coming to class, will be assigned an "F" for the course. Eligibility for refund of tuition is based upon date of withdrawal when received by the registrar. Verbal withdrawals will not be accepted.

**Academic Dishonesty:**

Plagiarism in any form is a major breach of academic standards. Any form of cheating or plagiarism will be reported to the college immediately and may result in an "F" for the assignment or an "F" for the entire course. Remember, you can cite other sources or use quotations from other writers in your papers as long as you use the proper citation – in other words, a parenthetical citation.

**Learning Disabilities Statement:**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 383-5240	<ul style="list-style-type: none"><li>• Physical Disabilities</li><li>• Sensory Disabilities</li><li>• Medical Disabilities</li><li>• Mental Health Disabilities</li></ul>
<b>Chris Scarborough</b> (860) 892-5751	<ul style="list-style-type: none"><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li></ul>

**Cell Phones / Pagers:**

Students are notified that smartphones, cellphones, pagers and other digital devices are allowed in class or only if they turned off or in the silent mode. Under no circumstances are phones to be answered nor is texting to take place in class – exceedingly rude. When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement. As with books and other class materials, digital devices are not to be accessed during quizzes and exams.

*\*\*\*Checking phones during exams will result in an F for the exam and possible expulsion from the course – put ‘em away!\*\*\**

### **Civility in the Classroom:**

The classroom is a place of learning. In this setting, all ideas and opinions are to be heard and respected, even if you disagree with what is said. Anyone who upsets this environment, or who displays disrespect toward anyone in the class, will not be tolerated. Lively, insightful, and considerate interaction is encouraged – so let's enjoy!

*“History is the witness of time, the lamp of truth, the embodied soul of memory, the instructress of life, and the messenger of antiquity” – Marcus Tullius Cicero*

### **Campus Communications**

myCommNet Alert is a system that sends text messages and emails to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather.

All students are encouraged to sign up for myCommNet Alert. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site:

[http://www.trcc.comnet.edu/div\\_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html](http://www.trcc.comnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html)