



Prof. J. Michael Green

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Scheduled Class Times

Monday: 6:30-9:15

Room: to be announced

This is something new that I am using so that you may contact me with questions and concerns. I will look at this wiki at least once a day, perhaps more. All Students **MUST** sign up for the wiki. This requires you to go to the above web-site and register. You should use your student email address. However, you may use your regular email address if you wish. This will enable me to contact the class, and post copies of PowerPoint/Keynote presentations

This is the Official Course Catalog Description:

Course Objectives:

WORLD CIVILIZATION I

Prerequisite: Placement test score indicating ENG K101 or completion of ENG* K100 with a "C" grade or better. (The prerequisite will be enforced)*

1. To gain and develop an understanding of how World Civilizations have influenced the modern world.
2. To appreciate the past and understand how past events influence current decisions of world leaders.
3. To develop research skills aiding students in their various careers.
4. To think logically and critically about historical events and consequences.
5. To develop an understanding of World Civilizations' traditions and cultural development.

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.

Required Text:

Fernandes-Armesto, Felipe *The World: A History*(2nd) edition. Volume I: To 1500. London: University of Notre Dame, Prentice Hall, 2010

Course fulfills International/ Intercultural Requirement.

Supplemental Texts:

Hacker, Diana. **A Writer's Reference**. New York: Bedford/St. Martin's (5th edition, 2003). Internet address : dianahacker.com/writersref

Expanded Definition:

A study of how the past shapes the issues confronting individuals and societies. This course will explore the ideas and institutions of the past and present Western and Eastern societies in the context of cultural traditions and values, political systems, economic conditions, and social structures. Students will learn to explore the interactions between past, present, and future as they examine major themes such as justice and freedom, faith and reason, and the view of ancients versus the medieval man.

Avoiding Plagiarism

Your research paper is a collaboration between you and your resources. To be fair and ethical, you **must** acknowledge your debt to the writers of those sources. If you do not, **you are guilty** of plagiarism, a serious academic offense. Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words. (Hacker, p. 331) The policy for plagiarism in this class is simple. **If you are caught, you fail the class.**

Book Review Assignment:

Students should begin searching for a historical work to review as soon as possible. Students will include the title of their work on their Topic Sheet due on Sept. 21. The work must be on a historical topic. It **may** be a work associated with the chosen paper topic for this class. Remember, a book review is **not** a book report. A book review does not merely recount the events of the book. Instead, it assess how well the author wrote the work, using his/her sources, and explaining his topic. It is permitted to provide an opinion on the book, whether you liked it or not and why.

Grading:

Your grade will be broken down into three distinct areas:

1. Two Exams (50% of grade, Midterm 25%, Final 25%): 500 points

There will be 2 take home exams. Do not let this relax your attention to this class or allow you to become overconfident. Each exam will have several questions of which the student must answer 2. The answer to each question will be a synthesis of information provided in the assigned text and in class notes. The average length for an answer to each question should be 3 pages, for an average of 6 pages for each exam. Further instructions will follow.

2. One course paper (25% of grade) 250 points

Students will choose a topic within the historical time-line of the class. The purpose of this assignment is to go beyond the limited textual information and to expand one's knowledge. Please note the date of Sept. 21. On this date students will turn in a Topic Sheet consisting of 1 paragraph describing the topic the student wishes to pursue. The paper will be due in class on **November 24**. The paper will be 5-6 pages typed. The margins of the paper are 1 inch, you must change this in Microsoft Word from the default. This means 1-inch at the top, bottom, left and right. 25 points will be automatically deducted for margins that are not correct.

3. Participation, Book review (25% of your grade):

The remainder of the grade will be determined by participation of students in class discussion and by a book review. Please note the Sept. 21 deadline. On the Topic sheet, students will type after their description for their class paper the title of the book they will read for their book review. The book review is worth 120 points and the participation points are worth 130 points for the semester. For participation, students will be required to provide questions for discussion at designated times or read extra material for discussion. Notice will be given in advance.

Topic Sheet Due Sept. 21:

ALL assignments for this class **must** be typed in the following format: 1-inch margins for the left, right, bottom and top. The book review, topic sheet, and final paper must be typed double space in a **Times or Courier** font with a 12pt size. It is important to know that you **must** set your margins before typing your paper. In Microsoft Word, the default settings are **not** set at 1 inch. You must set them.

The **Topic Sheet** should be a one paragraph (3-4 sentences) describing your historical topic. That also includes your name, date, and class section in the upper left corner. I will review these topic sheets and return them as soon as possible with my approval. Your topic is not etched in stone. You may change your topic at any time. However, you must write out another topic sheet and turn it in to the instructor for approval. The purpose of this is to keep both the professor informed of what the student is writing and possibly make suggestions.

The Topic Sheet will include the following: (points will be assigned per grading section)

1. Name, date, class section in upper left corner
2. One paragraph on the topic the student wishes to study
3. 2 physical sources to be used in research (books, historical sources) **No internet sources at this point will be accepted.**
4. The full citation of your book review book, which can also be one of your sources for the paper. (Author, title of the book, publisher, date of publication)

Cell Phones, Recording Devices, Laptop Use:

All Cell Phones will be rendered Silent during the lecture session. Your phone may be on vibrate. If the phone rings, I answer the phone. 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. If a student obtains a call and must answer it, leave the room to answer the call as quietly as possible to minimize disruption. Examples of dire circumstances include, but are not limited to, death in the family (not you pet guinea pig), childcare emergency, emergency that requires the students immediate attention, etc. Answering a text message is also forbidden.

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

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.

Class Paper:

During the course of the semester, students will write a 5-6 page paper on a historical topic confined to the time period of the class (5000 BCE- 500 CE). The paper will have **1-inch** top, bottom, left and right margins. The 5-6 page requirement is for the body of the paper. A **required** title page and bibliography are in addition to the body. Citing sources is an **absolute** necessity. To ensure that sources are cited correctly, students may write their papers according to the MLA style. I have included a recommended book to enable students to do so. In addition, several books are available in the reference section of the library that are not allowed to be checked out. Those who have taken the prerequisite English class should know how to use the MLA method. However, if students are interested in pursuing a social science career, they may use the method that most social scientists and historians approve as explained in The Chicago Manual of Style. Students will use a Times of Courier font style and the size should be no larger than 12pt. **It is important to remember that you need to change the margins in Microsoft Word before you start typing. The default settings in Microsoft Word for the left and right margins is set at 1.25 inches. This is NOT acceptable.** Students will need to change the settings. I will mark down 25 points for improper margins.

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 the class at any time during the first 10 weeks of the semester, without being in being in good standing or obtaining permission from 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 discontinue coming to class, will be assigned an "F" grade. Eligibility for refund of tuition is based upon date of withdrawal when received by the Registrar. **VERBAL WITHDRAWALS WILL NOT BE ACCEPTED.**

Learning Disabilities Statement:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Disabilities Counseling Service at 383-5240. To avoid any delay in the receipt of accommodations, you should contact the counselor as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Disabilities Counselor. Your cooperation is appreciated.

Tentative Schedule:

<i>Date</i>	<i>Chapter Assignment</i>	<i>Other Assignment</i>
August 31	Chapter 1-2	
Sept. 14	Chapter 3	
Sept 21	Chapter 4	Topic Sheet due in class
Sept 28	Chapter 5	
Oct. 5	Chapter 5	Book Review due in class
Oct 12	Chapter 6	Midterm Passed Out in Class
Oct 19	Chapter 6-7	Midterm Due in class
Oct 26	Chapter 7-8	

<i>Date</i>	<i>Chapter Assignment</i>	<i>Other Assignment</i>
Nov 2	Chapter 8-9	
Nov 9	Chapter 9-10	
Nov 16	Chapter 10-11	
Nov 23	Chapter 11-12	Paper due in Class
Nov 30	Chapter 12	
Dec 7	Chapter 12	Final Passed Out in Class
Dec 14		Final Due in Class

Disclaimer:

This syllabus is intended as a guideline for successful completion of the class. It is not intended to be a contract between Three Rivers Community College and the student nor between the class instructor and the student. The schedule or the material contained herein may be altered at any time as deemed necessary by the instructor.

Book Review Guidelines:

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:

1. 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.
2. 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.
3. Organize your notes into an outline which incorporates your thesis.
4. Write the review, including the elements discussed above.
5. Edit and revise the review before submitting it.

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

assessment. Don't recommend the book if you are giving a negative 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**