Course Outline

World Civilizations II

10256 (HIS K122)

Monday, Wednesday, and Friday 11:00 – 11:50

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

Email Address: ppatsouris@trcc.commnet.edu

Office Phone: (860) 892 - 5703

Office Hours:

Wednesdays: 12:00-3:00 p.m.

Fridays: 12:00 – 2:00 p.m.

Tuesday and Thursday: 10:00 a.m. – 11:00 a.m. (by appointment only)

Or by appointment

Spring 2011

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.

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:

Bentley, Jerry and Ziegler, Herbert, Traditions and Encounters: A Global Perspective on the Past, Volume II: From 1500 to the Present. Fourth Edition, 2008

Spiegelman, Art. Maus: A Survivor's Tale: My Father Bleeds History/Here My Troubles Began

Tentative Schedule:

Dates (week of)	Class Content	Text Reading
January 21st	Intro to Course	None
January 24th	Encounters and Traditions	Chapters 22
January 31st	The Transformation of Europe	Chapter 23
February 7th	The Americas and Oceania	Chapter 24
February 14th	Africa and the Atlantic World	Chapter 25
February 21st (Note – no class on February 21st – President's Day)	East Asia	Chapters 26
February 28th	East Asia (cont.); Islamic Empires	Chapters 26 and 27
March 7th	Revolutions and National States in the Atlantic World	Chapter 29
March 14th – No classes – spring break		None
March 21st Note – Final project proposals due on the 21st	Societies at Crossroads	Chapter 31
March 28th	The Building of Global Empires	Chapter 32

April 4th	The Great War	Chapter 33
April 11th	An Age of Anxiety	Chapter 34
April 18th (Note – no class on April 22nd – spring recess)	An Age of Anxiety (cont.) Discussion of Maus	Chapter 34
April 25th	New Conflagrations: World War II and the Cold War	Chapter 36
May 2nd Note: Final written papers and art projects due on May 6th	The End of Empire	Chapter 37
May 9th	In Class Presentations	None

Method of Evaluation:

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

Written Assignments – During the course of the semester, you will be given a minimum of five research and writing exercises that are designed to enhance your understanding of the material. They will be taken from material learned in class, as well as other readings, writings, etc. The combined writing assignments will be worth 30% of your overall grade.

Quizzes and Homework – You will be given several quizzes and homework assignments during the semester that will cover material presented in class, and textbook readings. The combined quiz and homework grades will be worth 20% of your total grade.

Individual Contribution – This consists of how much your presence in the class enriches the learning environment. Are you involved in discussions about readings and material? Do you ask questions in order to get a deeper understanding of the subject matter? This component is worth 10% of your total grade.

Final Research Project – On May 6th (or the day you give your oral presentation, if that is your choice) you will be required to complete a research project that covers an important topic during the course. I will allow students to have a certain amount of freedom to choose how to complete the assignment and what topic they choose (even if I do not cover it in class), but here is a list of *possible* ways to fulfill the assignment:

1. A 5-10 page paper.
2. A 10-15 minute formal in-class presentation.
3. A paper that compares/contrasts books, films, etc.
4. An art project.

If you have ideas about doing something different and/or unique (such as the art project), I encourage you to speak to me directly so that we can work something out that satisfies both of us.

The more creative and challenging the assignment is, the higher it will be graded. I ask that you hand in a topic proposal on March 21st so that I am sure you are on the right track. Please see the attached sheets for information on the written paper and oral presentation. This component will be worth 40% of your grade.

Grading System:

A = 94-100	C = 74-77
A- = 90-93	C- = 70-73
B+ = 88-89	D+ = 68-70
B = 84-87	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 at Mohegan 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. It goes without saying that habitual absences or lateness will negatively affect your individual contribution grade.

Having said this, I would like to give you my philosophy on attendance: You are all adults and have paid to take this class. What you choose to do with that is up to you. I will never penalize any grade directly because of attendance. However, lack of attendance will surely affect the class participation portion of your grade which affects your overall grade. Furthermore, you do not need to supply me an excuse for any classes missed. If you have a problem, personal or academic, which will require you to miss class for any length of time, please come talk to me so that we can come to an agreeable solution.

Late Assignments

(Please note that none of following applies if we have made arrangements beforehand.)

My policy on late assignments is as follows: I will accept the first late writing assignment during the same week that it is due, and give you partial credit. The second and subsequent late assignments will be given minimal credit during the same week, with none given afterwards.

Quizzes will not be made up.

I will not accept any late final project unless we have arrangements beforehand.

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.

Finally, I would like to add that the best part of my job is getting to know all of you better and helping you in whatever your goals may be. I believe in and am truly committed to the mission of the community college, but I know that there is a chance that real life intrudes. If at any point during the semester you are struggling in the course or have a problem for any reason (personal, academic, etc), I encourage you to talk to me so that we can come up with a solution that works for both of us. I want to see you thrive and succeed, and any way that I can help you in doing that is worth the investment.

Grading Rubric

THE SUPERIOR PAPER (A/A-)

Thesis: Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

Structure: Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

Use of evidence: Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

Analysis: Author clearly relates evidence to mini-thesis; analysis is fresh and exciting, posing new ways to think of the material.

Logic and argumentation: All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

Mechanics: Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

THE GOOD PAPER (B+/B/B-)

Thesis: Promising, but may be slightly unclear, or lacking in insight or originality.

Structure: Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

Use of evidence: Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

Analysis: Evidence often related to mini-thesis, though links perhaps not very clear.

Logic and argumentation: Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

Mechanics: Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence, sentence fragment, or comma splice

THE "NEEDS HELP" PAPER (C+/C/C-)

Thesis: May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

Structure: Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

Use of evidence: Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

Analysis: Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

Logic and argumentation: Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections. May contain logical contradictions.

Mechanics: Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

THE "TRULY NEEDY" PAPER (D+/D/D-)

Thesis: Difficult to identify at all, may be bland restatement of obvious point.

Structure: Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

Use of evidence: Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

Analysis: Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

Logic and argumentation: Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views. Many logical contradictions, or simply too incoherent to determine.

Mechanics: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

THE FAILING PAPER

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

Written Papers

The overall purpose of the paper is to gauge your research abilities in history, and your ability to convey that information in a formalized writing assignment. You will be graded as much for the quality of the research as you are for the actual writing itself. Here are the objectives that I will be looking for when reading your paper:

1. What is the quality of the research? Do you use common sources or do you make an effort to find more substantive materials? Please note that the textbook is not an acceptable source for the final paper.

2. How effectively do you incorporate your research into the paper? Do you use your research to back up the points you are making, or are you just reciting facts?

3. How strong is the paper? Is there a solid thesis statement? Do your ideas flow logically and are your thoughts developed?

4. How well is the paper written? Is it formatted properly? Do you have spelling and grammatical errors?

Remember, the library, writing center, and tutoring center can help you with almost any research issues that you need help with. Please utilize them to help make your paper as strong as it could possibly be.

Oral Presentations

The overall purpose of the presentation is to gauge your research abilities in history, and your ability to convey that information to an audience. You will be graded as much for the quality of the research as you are for the actual presentation itself. Here are the objectives that I will be looking for during the presentation:

1. What is the quality of the research? Do you use common sources or do you make an effort to find more substantive materials?

2. How effectively do you incorporate your research into the presentation? Do you use your research to back up the points you are making, or are you just reciting facts?

3. How strong is the presentation? Are you organized and prepared? Are you confident, authoritative, and comfortable with the material?

4. How do you incorporate your audience into the presentation? Do you ask them for questions or involve them in discussion?

5. When finished, what have you conveyed to the audience? Has the presentation been interesting and/or informative?

Remember, the library and tutoring center can help you with almost any research issues that you need help with. Please utilize them to help make a strong presentation.