

Course Syllabus

World Civilizations II HIS 122

Thursday 6:30 – 9:15 PM

Grasso Tech

Three Rivers Community College

Norwich, CT 06360

Instructor: Richard Seckla

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Office: Adjunct Office

Office Hours:
By appointment

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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 period. The course will particularly focus on the issues that have an immediate relevancy on the modern world.

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*. Fourth Edition, 2006.

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

Class Schedule:

Week	Class Content	Text Reading
Week 1 January 20	Introduction to the course Unit #1: The Early- Modern Era 1500-1750 European Exploration	Chapter 23
Week 2 January 27	Early Modern Europe	Chapter 24
Week 3 February 3	The Americas and Oceania Africa and the Atlantic World	Chapter 25 Chapter 26
Week 4 February 10	Early Modern East Asia The Islamic Empires Paper Proposals due 2/10	Chapter 27 Chapter 28
Week 5 February 17	Exam #1	
Week 6 February 24	Unit #2: The 19th Century 1750-1914 Liberal Revolutions and Nationalism	Chapter 29
Week 7 March 3	The Industrial Revolution The Americas in the 19 th Century	Chapter 30 Chapter 31

Week 8 March 10	Ottoman, Russian, Chinese, Japanese Empires in the 19 th Century Reaction Paper due 3/10	Chapter 32
Week 9 Spring Break		
Week 10 March 24	Age of Imperialism Thesis Presentations	Chapter 33
Week 11 March 31	Exam #2	
Week 12 April 7	Unit #3: The 20th Century 1914 – Present World War I The Inter-War Years: The Age of Anxiety	Chapter 34 Chapter 35

Week 13 April 14	The Interwar Years: Asia, Africa, Latin America World War II	Chapter 36 Chapter 37 (Start)
Week 14 April 21	World War II The Cold War Reaction Paper due 4/21	Chapter 37 (Complete) Chapter 38 (Start)
Week 15 April 28	The Cold War The End of Empire	Chapter 38 (Complete) Chapter 39 (Start)
Week 16 May 5	The End of Empire A Global World Paper Portfolio due 5/5	Chapter 39 (Complete) Chapter 40
Week 17 May 12	Exam #3	

Blackboard Vista: I utilize Blackboard extensively in my courses for communications, web-based readings and other assignments. To access Blackboard, you will need your student ID and your password. If you have difficulties logging on or if you are having compatibility issues with the Blackboard software, contact the IT Help Desk; they can work through any issues with you.

Method of Evaluation:

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

Exams-Roughly at the end of the three units of material, an in-class exam will be given that will test your grasp of the material. The exams may consist of identification questions, multiple choice, matching, and essays. The first two exams will each be worth 15% of your grade, the third exam will be worth 20% for an overall total of 50%. 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.

Classroom Participation, Preparation, Homework Assignments – This consists of how much you actively participate in the learning process. Most classes will consist of a lecture component and a student discussion component. You are expected to read the chapters in the text and any additional readings prior to class to allow you to be prepared for and involved in class discussions. During lectures and discussions I encourage you to ask questions in order to get a deeper understanding of the subject matter. I also expect you to demonstrate commitment by regular attendance. This component is worth 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 the source? Why or why not?

Two reaction papers of 2-3 pages, typed, double spaced are required. This component is worth 10% 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. Around mid-semester, students will deliver an oral presentation of their research and thesis. 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.
- 4.

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.

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	50%
Attendance/Participation	15%
Reaction Papers	10%
Term Paper Proposal	5%
Term Paper Thesis	5%
Term Paper Portfolio	15%

Late Assignments/Make-Up Exams:

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. Late papers must be emailed.

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 missed exam per semester without penalty. A second missed exam will be penalized by one letter grade. *No make up will be offered on the final.*

Attendance:

Regular attendance is essential for success in the course and is expected. 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.

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.

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 Services 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.

Cell Phones / Pagers:

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center only if they turned off or in the silent mode. Under no circumstances are phones to be answered in class. 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.

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 footnote.

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 disrespects 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