Course Outline

World Civilizations I

(32712) HIS K121

Tuesdays and Thursdays: 12:30 – 1:45

Three Rivers Community College

Norwich, CT 06360

Instructor: Peter Patsouris

Email Address: [ppatsouris@trcc.commnet.edu](mailto:ppatsouris@trcc.commnet.edu)

Office: C108

Phone: (860) 215-9462

Office Hours:

Monday: 2:00 - 3:00 p.m.

Tuesday: 2:00-4:00 p.m.

Wednesday: 2 – 3:00 p.m.

Or by appointment

Fall 2018

Course Description:

This course is a survey of the evolution of world societies from the beginnings of human history to the year 1500, with emphasis given to the following: technological developments; major institutions; the development of intellectual currents; the formation of empires; and the overall political, social, and economic framework that existed in these societies during this time period.

Learning Goal: At the end of the course, students will understand, articulate and synthesize the development of modern world societies.

Learning Outcomes

A. Knowledge outcomes. Students will learn to:

1. Distinguish and characterize significant periods of historical experience in multiple societies

from different parts of the globe.

2. Describe events and developments in the history of multiple societies in terms of continuity,

change, and causation.

3. Understand interpretive debates about the past.

4. Appreciate the complexities involved in interpreting societies and social change: for

example, the local and the global, particular and general, contingent and structural.

5. Identify different kinds of historical evidence and understand their role in the production of

historical knowledge.

B. Skills outcomes. Students will be able to:

1. Recall factual claims about the past and synthesize them into coherent interpretive

arguments.

2. Read documents closely and critically.

3. Formulate a well-organized, well-supported argument.

4. Demonstrate clear writing in the form of essays of varying lengths.

5. Make cogent oral arguments about reading assignments

6. Conduct original research with primary sources.

7. Locate good, relevant secondary scholarship, and distinguish good from poor scholarship.

8. Observe ethical practices of citation and intellectual self-presentation.

Required Texts:

TITLE: Worlds Together, Worlds Apart volume 1

AUTHOR: Tignor, Robert

EDITION: Fifth

COPYRIGHT YEAR: 2018

PUBLISHER: Norton

**ISBN-13:**978039362482

Tentative Schedule:

|  |  |  |
| --- | --- | --- |
| Week | Class Content | Text Reading and Homework Assignments |
| 8/28 & 8/30 | Intro to Course;  Introduction to World Civ | None |
| 9/4 & 9/6 | Becoming Human | Chapter 1; InQuizitive chapter 1 |
| 9/11 & 9/13 | Rivers, Cities, and First States, 3500-2000 BCE | Chapter 2; InQuizitive chapter 2 |
| 9/18 & 9/20 | Nomads, Chariots, Territorial States, and Microsocieties, 2000-1200 BCE | Chapter 3; InQuizitive chapter 3 |
| 9/25 & 9/27 | First Empires and Common Cultures in Afro-Eurasia, 1250-325 BCE | Chapter 4; InQuizitive chapter 4;  First writing assignment handed out |
| 10/02 & 10/4 | Worlds Turned Inside Out, 1000-350 BCE | Chapters 5; InQuizitive chapter 5 |
| 10/09 & 10/11 | Shrinking the Afro-Eurasian World, 350 BCE – 250 CE | Chapter 6; InQuizitive chapter 6; First writing assignment due |
| 10/16 & 10/18  Note: 10/16 is the college reading day, no class | Mid-term exam | None |
| 10/23 & 10/25 | Han Dynasty China and Imperial Rome, 300 BCE – 300 CE | Chapter 7; InQuizitive chapter 7 |
| 10/30 & 11/1 | The Rise of Universal Religions, 300 – 600 CE | Chapter 8; InQuizitive chapter 8 |
| 11/6 & 11/8 | New Empires and Common Cultures, 600 – 1000 CE | Chapter 9; InQuizitive chapter 9; Second writing assignment handed out |
| 11/13 & 11/15 | Becoming “The World,” 1000 – 1300 CE | Chapter 10; InQuizitive chapter 10 |
| 11/21  Note: No class this week– Thanksgiving break |  | None |
| 11/28 & 11/30 | Crises and Recovery In Afro-Eurasia | Chapter 11; InQuizitive chapter 11; Second writing assignment due |
| 12/4 & 12/6 | Final Exam | None |

Method of Evaluation:

Class Participation

Participation will count towards 200 points of your total grade and will be based on the following behaviors:

* asking questions
* answering questions
* making comments (extra points for comments that relate to material in the text, and for sharing relevant experiences)
* Completing in-class assignments

Here are the value-added behaviors—the ones the put your contributions over the top:

* responding to something another student says (including answering a question asked by a student)
* constructively disagreeing with something in the text or said in class by me or another student

And there are behaviors to avoid:

* not attending class
* not being late
* not listening
* pretending to be listening while texting or being online
* speaking without being recognized
* making fun or otherwise berating something said by another person.

Written Assignments

During the course of the semester, you will be given two writing assignments that are designed to enhance your understanding of the material as well as your research and writing abilities. They will be taken from material learned in class, as well as other readings, writings, etc. Each assignment will be worth 100 points for a total of 200 points.

InQuizitive Homework Assignments

During the semester, you will be required to complete weekly assignments using the InQuizitive course software system for your textbook. InQuizitive is a formative, adaptive quizzing tool that helps you understand the material more deeply, and also prepares you for the midterm and final exams. The InQuizitive assignments will be worth 200 points towards your final grade.

To begin, you must enroll into the InQuizitive system using the passcode provided with your textbook (or a passcode purchased separately). A step by step guide for this process can be found here:

<http://wwnorton.knowledgeowl.com/help/getting-started-students-dlp-registration>

The student set for this course will be: **58417**

Mid-term and Final Exams

Each exam will be worth 200 points, for a total of 400 points.

Grading System:

|  |  |
| --- | --- |
| A = 950-1000 points | C = 740-770 points |
| A- = 900-940 points | C- = 700-730 points |
| B+ = 880-890 points | D+ = 680-700 points |
| B = 840-870 points | D = 640-670 points |
| B- = 800-830 points | D- = 600-620 points |
| C+ = 780-790 points | F = Below 600 points |

# Paper Information

All written materials that are handed in must be typed and double-spaced. If you have any trouble with writing, I strongly advise you visit the writing/tutoring center. Furthermore, the following web site will help answer many, if not all of your questions on writing: <http://www.trcc.commnet.edu/Div_academics/TASC/WritingCenter/WritingCenter.shtml>

Attendance:

Please look at the student handbook regarding the college’s attendance policies.

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. 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)

In class assignments and quizzes are not allowed to be made up.

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. No credit will be given if handed in later.

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.

**Essay and Research Paper Grading Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Excellent | Good | Needs Improvement | Poor | F |
| Overall Impression | Author directly addresses main question or issue, and adds new insight to the subject not provided in lectures, readings, or class discussions. The author has retained nearly all of the knowledge presented in class. He/She is able to synthesize this knowledge in new ways and relate to material not covered in the course. | Author competently addresses main question or issue, but does not add much new insight into the subject. That said, it is clear that the author has learned a great deal in class and is able to communicate this knowledge to others. | Author attempts to address main question or issue, but fails. The author has retained some information from the course, but does not fully understand its meaning or context and cannot clearly convey it to others. | Essay does NOT address main question or issue, and it is obvious that author has not retained any information from the course. | P  L  A  G  I  A  R  I  S  M |
| Argument | Essay contains a clear argument—i.e., lets the reader know exactly what the author is trying to communicate. | An argument is present, but reader must reconstruct it from the text. | Author attempts, but fails, to make an argument (e.g., starts with a rhetorical question/statement or anecdote that is never put into context). | No attempt is made to articulate an argument. |  |
| Evidence | Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e., the reader does not need to assume anything or do additional research to accept main argument. | Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/ relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument. | Not enough evidence is provided to support author’s argument, or evidence is incomplete, incorrect, or oversimplified. Information from lectures and readings is not effectively used. | Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from lectures and readings. |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Excellent | Good | Needs Improvement | Poor | F |
| Counter-Evidence | The author considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it. | Author acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands. | Author acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them. | No acknowledgement of counter-evidence or alternative interpretations. |  |
| Sources  **Note:** You should always consult the assignment description to find out what kinds of sources are required. | Evidence is used from a wide range of sources, including lectures and course readings. When required, author also consults scholarly books, websites, journal articles, etc. not explicitly discussed in class. | Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e., intended for a general audience) and/or web-based. | Uses only a few of the sources provided in class, or does not go beyond what has been provided by professor when required to do additional research. | Does not use sources, only minimally uses sources provided by instructor, or relies exclusively on non-scholarly outside sources. |  |
| Citations | All evidence is properly cited in footnotes or endnotes. | All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations. | Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations. | No attempt is made to cite evidence. |  |