

Course Syllabus

World Civilizations I HIS K121

Tuesday - Thursday 12:30-1:45 PM

Room C101

Three Rivers Community College

Norwich, CT 06360

Instructor: Richard Seckla

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Office: D207

Office Hours:

Tuesday - Thursday 11:00-12:15

Fall 2019

Course Description:

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.

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

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 length.
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.

“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 I: From Prehistory to 1500*. Sixth Edition, 2015.

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:

Class	Class Content	Text Reading
Week 1 August 27	Introduction to the course	
August 29	<u>Prehistory</u> Paleolithic Era Neolithic Era	Chapter 1
Week 2 September 3	<u>Mesopotamia</u> Laws of Hammurabi	Chapter 2
September 5	<u>Egypt</u> Dynastic Egypt Cult of Isis	Chapter 3
Week 3 September 10	<u>India</u> Harappa Vedic Age	Chapter 4
September 12	<u>China</u> Xia, Shang, Zhou Dynasties	Chapter 5
Week 4 September 17	<u>Mesoamerica</u> Olmecs, Mayas	Chapter 6
September 19	<u>Migrations and Satellite Societies</u> Indo-European, Bantu, Austronesian Migrations Steppe Nomads Nubia Phoenicia, Palestine	Chapters 2-6
Week 5 September 24	<u>Persia</u> Achaemenid Empire Parthians, Sassanids Zoroastrianism	Chapter 7 Exam #1 Due

September 26	<u>China</u> Confucianism Qin, Han Dynasties	Chapter 8
Week 6 October 1	<u>India</u> Gupta Dynasty Mauryan Dynasty Hinduism	Chapter 9
October 3	<u>Greece</u> Classical Greece	Chapter 10
Week 7 October 8	<u>Macedonian Empire</u> <u>Hellenistic World</u>	Chapter 10 Primary Source Paper #1 Due
October 10	<u>Rome</u> Roman Republic	Chapter 11
Week 8 October 15	<u>Rome</u> Roman Empire	Chapter 11
October 17	Early Christianity	Chapters 11 & 12
Week 9 October 22	No Class: Reading Day	
October 24	Silk Roads <u>End of Antiquity</u>	Chapter 12
Week 10 October 29	<u>Islam</u> Umayyad, Abbassid Dynasties	Chapter 13 Exam #2 Due
October 31	<u>China</u> Qin, Tang, Song Dynasties	Chapter 14
Week 11 November 5	<u>India</u> Arrival of Islam	Chapter 15
November 7	<u>Eastern Europe</u> Byzantium Justinian Eastern Christianity	Chapter 16
Week 12	<u>Western Europe</u> <u>The Franks</u>	Chapter 16

November 12	<u>Charlemagne</u> <u>Western Christianity</u>	
November 14	<u>Cultural Zones</u> <u>Far East, SE Asia, N.</u> <u>Europe, E. Europe</u>	Chapters 13-16
Week 13 November 19	<u>Nomads</u> The Mongols Tamerlane	Chapter 17 Exam #3 Due
November 21	<u>Africa</u> The Arrival of Islam	Chapter 18
Week 14 Thanksgiving: No Class		Primary Source Paper Due November 25
Week 15 December 3	<u>Europe</u> The Holy Roman Empire and the Church The Crusades	Chapter 19 Term Paper Due December 8
December 5	Europe The High Middle Ages	Chapter 19
Week 16 December 10	<u>America</u> Aztecs, Incas	Chapter 20
December 12	<u>Cross-Cultural Contacts</u> Black Death Voyages of Discovery	Chapter 21 Exam #4 Due December 15

Method of Evaluation:

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

Exams-Four unit exams will be assigned over the course of the semester. The exams will be posted on Blackboard and you will submit the exams via Blackboard. Exams are essay format. The average of your exam grades will constitute 45% of your grade.

Student Participation – This consists of how much you actively participate in the learning process. You will be expected to complete assigned readings from the textbook and/or Blackboard *prior to class* in order to be prepared for and involved in class discussions. This category may include in-class writing assignments, homework assignments, and quizzes. Attendance is crucial, if you miss that day's in-class work or quiz, it's no credit. 15% of your final grade.

Primary Source Papers (2) – Two short papers 2-4 pages will be required – one in each half of the semester. Topics TBD. Like the exams the Primary Source Papers will be posted on blackboard and you will submit your papers via Blackboard. This component is worth 20% of your final grade.

Research Paper - This will be a 5-8 page paper (5 pages minimum) that will explore the dynamics of change over time. You will be working with both primary and secondary sources (provided). This is a formal paper with which you will be required to analyze evidence, develop and support a thesis, utilize research skills, document your sources, and employ correct grammar and mechanics. You will use MLA citation guidelines for your in-text citations and Works Cited page. The paper and full instructions will be posted on Blackboard at about the mid-point of the semester. The paper will constitute 20% of your final grade:

Topic TBD. **Upload an additional file to Digication.

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%
Short Papers (2)	20%
Research Paper	20%

Late Assignments/Missed Work

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. I reserve the right to lower grades for late work.

Any in-class quizzes are given to ensure that you remain current with the readings on the days that we are discussing topics. In this context, ‘makeups’ are somewhat pointless.

This holds true for any in-class writing assignments.

Digication:

All students are required to maintain an online learning portfolio in Digication that uses the college template. Through this electronic tool students will have the opportunity to monitor their own growth in college-wide learning. The student will keep his/her learning portfolio and may continue to use the Digication account after graduation. A Three Rivers General Education Assessment Team will select and review random works to improve the college experience for all. Student work reviewed for assessment purposes

will not include names and all student work will remain private and anonymous for college improvement purposes. Students will have the ability to integrate learning from the classroom, college, and life in general, which will provide additional learning opportunities. If desired, students will have the option to create multiple portfolios.

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.

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.

College Disabilities Service Provider	
Matt Liscum, Counselor (860) 215-9265 Room A113	<ul style="list-style-type: none">• Learning Disabilities• ADD/ADHD• Autism Spectrum• Mental Health Disabilities
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none">• Medical Disabilities• Mobility Disabilities• Sensory Disability

Sexual Misconduct Policy

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

Title IX Statement

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator:

Cell Phones / Pagers:

Students are notified that smartphones, cellphones, pagers and other digital devices are allowed in class 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!****

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.

Civility and Deportment 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. Please make every effort to arrive to class on time. It is expected that if you are late, that you will make every effort to minimize any disruption to the class. Likewise, I expect students to remain for the full class period. If you think you may have a circumstance that requires you to leave during class, please advise me beforehand.

“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.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html