



WEST LOS ANGELES COLLEGE
History 87 - World Civ II Since 1500

FALL 2013 - Course # 8332 - 3.15 hours per week, ONLINE - CHEE

Office Hours: Tuesdays, 11-11:30 AM on Etudes Chat or Private Messages

E-mail: private messages on Etudes preferred or by gchee99@yahoo.com or CheeGE@wlaac.edu (in the subject, please write your full name, campus, course & subject "Jane Doe, West - History 87 - Egypt Question")

www.Professorchee.wordpress.com

Required Textbook & Films:

- Bentley, Jerry H., William Ziegler and Heather Streets. *TRADITIONS AND ENCOUNTERS: A Brief Global History, Volume II: From 1500 to the Present, second edition*, McGraw Hill, 2010. ISBN # second edition, 9780077408022 (or first edition also works, 978-007-3207032) (available also as a kindle or coursesmart version)
- Various other readings - posted on Etudes
- Film: *Islam: Empire of Faith, Part II* (available on youtube)
- Raoul Peck. *Lumumba*. (iTunes, Amazon or YouTube)
- Film: *Amandla* (iTunes, Amazon or YouTube)

I. Course Description:

This course surveys World Civilization from the 1500s to the present.

No pre-requisites (Professor's Note: history courses are reading, writing, and discussion intensive, so you may consider taking English courses prior to taking history)

II. Methods of Presentation -online on Etudes

This history course is a 16-week long semester course online on ETUDES - Easy To Use Distance Education Software. There are 3 hours of online in class instruction involving lectures, discussions (essays), quizzes, and films. There are numerous advantages of doing work online: no commute, and we become good environmentalists by saving paper. You will have 24 hour access to lecture reviews, grades, and additional reading materials, which will save you money. Another important point to note is that UCs, Cal States, and private colleges regularly use online platforms, so this is great training for those interested in transferring or developing educational technology skills in the twenty-first century. However, it also requires an additional 6 hours of independent study on your own on a weekly basis.

WLAC Institutional SLOs:

- Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.
- Cultural Diversity: Respectfully engage with other cultures in an effort to understand them.
- Technical Competence: Utilize the appropriate technology effectively for informational, academic, personal, and professional needs.

History Program SLOs:

- Be culturally/historically literate: possess knowledge of the key patterns, themes, events, and figures of the past, across the entire socio-cultural spectrum

- Use evidence from the past and the present to formulate and support constructive arguments in both written and verbal form

Official History 87 SLOS:

- discuss the definition of history, the role of the historian in interpreting and incorporating primary and secondary sources as evidence

Professor Chee’s SLOs: What will students be able to do upon completion of this course? the ability to:

- discuss the definition of history, the role of the historian in interpreting and incorporating primary and secondary sources as evidence
- analyze primary sources, and place it in a historical context
- construct a narrative history of the world’s major historical developments across national, regional, and cultural boundaries
- define key categories of social identity (e.g., class, race, ethnicity, nation, gender, etc.) and to evaluate critically their use in primary and secondary sources
- explore notions of “traditions” and how encounters with other societies bring change and new traditions
- discuss human interaction with the environment
- construct and evaluate historical questions
- make connections between events

III. Course Objectives:

- Define history, the role of the historian and primary and secondary sources as historical evidence*
- Explore major world historical developments and themes such as colonization, imperialism, revolutions, nation state building, industrialism, nationalism, and globalization that occurred from the 1500s to the present.*
- Explore competing political, economic, cultural, religious, social and sometimes racial ideologies or interests that shaped these historical developments*
- Explore the changing power dynamics and alliances (as well as the interests, ideologies, and historical developments as described above) that lead to twentieth century wars - World Wars I & II, Korea and Vietnam, as well as the Cold War*
- Explore twentieth century nationalist movements in Africa, Asia, and Latin America*
- Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance*
- Discuss the historical significance of cultural and scientific developments in art, music, architecture, literature, philosophies/religion, science and technology.*
- Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange*
- Outline major historical developments and map them geographically.*

IV. Method of Evaluation:

Your final grade will be based entirely on the number of points that you earn based on the following breakdown:

Discussions - Short Essays (5 sets @20 points*)	100	_____ = _____	_____	_____	_____	_____
Quizzes (5 sets @20 points each)	100	_____ = _____	_____	_____	_____	_____
Discussions - primary sources (5 sets @10 points*)	50	_____ = _____	_____	_____	_____	_____
Final Research Project: article search	10	_____	_____	_____	_____	_____
<u>Final Research Project: World Food</u>	<u>40</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>	<u>_____</u>

Sub-Total	300
Extra-Credit (TBA)	10

This may change throughout the semester, so please listen for announcements!

310 -270 = A

269-240 = B

239 - 210 = C

209-180 = D

179 and below = F

Please plan in advance for car accidents, problematic relationships, computer crashes, etc. on scheduled due dates. Please keep in mind - Absolutely NO makeups!

Honors: If you are interested in receiving honors credit for this course, I am happy to do the additional work with you, so you can make progress in honors. If interested, you must visit the honors office, complete the contract, and also do some additional work for this class. Please make sure that your paperwork is complete by week 3.

Discussions (Short Essays): There will be five discussions or essays due on etudes. Other than your first discussion, which is a short introduction about yourself, including your online profile/photo, the other four discussions are part of your in-class quizzes. Think of discussions as part II of your quizzes if you were taking them onsite. Essays will be graded on content, and also on skillful historical argumentation. Submitted material should not just be a summary of a reading, but should show evidence of critical thinking. (Remember, writing and speaking in history involve a thesis, a body with three points, and a conclusion. Please see rubric on etudes for examples on an A, B, C, D, F essay.) Submitted material presented with grammatical errors will also be marked down. (*Computer word programs have convenient spell checks and grammar checks!*) ***Plagiarism, the copying of another person's work including internet sources, purchases, copying from the textbook, etc. will result in an F for the assignment and may also result in dismissal from class.*** Students having difficulty with written communication skills are encouraged to seek assistance, such as the campus tutorial service, or with another student, prior to submission.

Quizzes: Quizzes are multiple choice questions on material covered in the textbook, primary sources, class lectures and discussions. Generally all three sources cover the same material from different perspectives. The first is a syllabus & history discipline quiz. You must achieve 80% on the syllabus quiz in order to continue on etudes and try as many times as you would like. Other quizzes, you can try two times total, in case you mess up one of the attempts. Please make sure you do not waste one of your attempts by starting and stopping.

Discussions: Primary Sources: There will be five discussions on primary sources in small groups. Group discussions will be assigned to cover either a primary source or a set of historical questions. (Please see rubric on etudes.) You are asked to read in preparation for class discussions. You are asked to make thoughtful and critical input to class discussions and participate in group exercises. Please be sure to treat each other with respect. One of the most exciting aspects of higher education is the wide range of backgrounds and people from diverse perspectives, cultural, political, and experiential.

Final Project: World Food: New Traditions

This assignment calls for you to research a food or dish and be able to persuasively argue how a particular food and dish traveled and was adapted from one part of the world to another. Where did the dish originate? How did it travel? which borders did it cross? how? When? (from 1500-present) What makes it a new tradition? (Be sure and cite your source. Encyclopedias are not allowed except for one, the *Cambridge History of Food*, otherwise, cite books or articles.)

Academic Dishonesty: Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.

http://www.laccd.edu/board_rules/documents/Ch.IX-ArticleVIII.pdf

Violations of Academic dishonesty, including plagiarism will result in an automatic "0" for the assignment, and/or an F for the class, and may be reported to the appropriate academic deans.

If there are violations of these or other rules, as outlined in the LACCD student code of conduct (9803.28), this syllabus, or as common sense would dictate, you will receive either a verbal/written warning, depending on the severity of the issue, be asked to leave the class and reported to the appropriate academic deans.

Office of Disabled Student Services: with appropriate documentation from this office, I am willing to make reasonable accommodations to meet your learning needs. Any student who feels she may need an academic accommodation based on a disability should Student Services Building (SSB 320), (310) 287-4450, dsps@wlac.edu or <http://www.wlac.edu/dsps/index.html>

Financial Aid: you may qualify for financial assistance. There have been some changes to the Pell grant lifetime limit as well as tuition fee increases. Check with their office:

<http://www.wlac.edu/financialaid/index.html>

Communications: Be sure and check your district email or have it forwarded to the right address. I will periodically send you assignments and other important announcements through the email you have on record. *Be professional in your private message and email correspondence to your professor!*

- Before emailing/asking a question (what is this week's assignment? When is it due?), do your legwork, i.e., re-read the announcements. (history professors love questions about historical content, more than previously announced and repeated assignment questions)
- Do not send emails demanding that I respond ASAP. Your concerns and questions are important to me and I will respond as quickly as I can.
- Your messages/emails are formal documents that I save. As such, proofread before sending. Do not send text-style emails. Do not send emails in all capital letters, as that is shouting in e-speak. In cyberspace, people have a tendency to forget their "tone". Pretend that we are face-to-face when you send messages to your classmates and me.

Drop Date Changes

The deadline to drop without a "W" is in Week 2 of the semester. Dropping after that will result in a "W" on your transcript. Effective July 1, 2012 students will only have 3 attempts to pass a class. If a student gets a "W" or grade of "D", "F", "I", or "NP" in a class, that will count as an attempt. A student's past record of course attempts district wide will also be considered. Therefore, before the end of Week 2 you should carefully consider if you can reasonably manage this course with the other factors in your life (e.g. work, family, course load). If you think you

will not be able to complete this course with a C or better, drop before the deadline. If you have any questions, please don't hesitate to talk to me or the Counseling Center.

Etudes at West LA College

Welcome to West and Etudes! ETUDES - Easy To Use Distance Education Software.

Please review the information on West Los Angeles College's (WLAC) Online Classes website at

<http://www.wlac.edu/online/>

Also, you may access your online class by logging in at this URL:

<https://myetudes.org/portal/>

Login: Your login ID is the first 2 letters of your first name + the first 2 letters of your last name + the last 5 digits of your Student ID Number (not your social security number). If you do not know your new Student Identification Number you can look it up using the Student Information System (SIS) at <http://www.laccd.edu/>

Password: If this is your first ETUDES class your password is your Month and Day of birth.

After you login you will see a list of the courses you are enrolled in on the top menu bar to the right of My Workspace. Just click on a course number/title to access a course. Once you have entered the course, use the left-side menu to navigate within the course.

If you have trouble accessing the course on, or after, the start date visit the Online Student Help Desk at <http://www.wlac.edu/online/helpdesk.asp>. Enter the Helpdesk and click on Helpdesk Rules, your issue is likely addressed in the Frequently Asked Questions section. If not, post a message explaining the problem or contact the WLAC Distance Learning Program Office at (310)287-4305 or via email: shemwer@wlac.edu.

IV. Study Hints/Preparation for class

Classes will be mixed format including lectures, DVDs, discussions, and class exercises, with lots of opportunities to participate. Studies show that students who regularly participate in class, read actively, and take good reading/lecture notes, do better than those who do less. I have three words for you, preparation, preparation, preparation! (See my Calvin & Hobbes cartoon! Also ask me about the video game or body building rule.)

My Philosophy on Learning according to Calvin & Hobbes



Studies also show that students who prepare in advance, tend to participate more, and in turn are far more successful. Ultimately, you will get out of this class what you put into it. Here are some study hints/preparations for class that may help you.

- 1. Readings/Study Guides/Questions:** in an online class, active and timely readings are imperative to your success! (6-9 hours per each 3-hour history class are the typical recommended time you should spend reading/reviewing/summarizing.) Readings consist of the textbook, primary sources and lectures (in modules). Generally all three sources cover the same material from different perspectives. New readings will be posted in the module section of Etudes each week, in addition to your textbook. You may want to prioritize the posted primary sources. There is a study guide to help you learn vocabulary (posted in etudes). Use the study guide terms and make sure you understand **and be able to articulate** the terms. You may also want to read difficult concepts multiple times. You may want to review the text and primary sources, before I cover them in class. (If you cannot afford the book, you may want to share with a classmate, or I have a copy at the library reserve.)
check out the following NPR segment, "A Bigger Brain is a Walk in the Park"
<http://www.npr.org/2011/02/04/133498136/growing-a-bigger-brain-is-a-walk-in-the-park>
- 2. Writing (regular writing practice):** While you have only one research paper and four discussion essays to submit, you may also want to make a practice of writing summary paragraphs as you read. Writing summaries will help you understand so that you can articulate historical themes, and also helps you become a better history student or storyteller. You will be given questions in advance (study guides posted in etudes) and discussed in class, so you are welcome to think about and draft an outline or practice writing multiple times before the due dates.
- 3. Class discussions:** are a significant part of the online classroom experience. It is important that you prepare for class discussions by reading and thinking before you write. Group discussions center on primary source readings. You will be accountable for understanding texts, their sources and their significance in a historical context. *Please ensure that you understand who, what, where, when, and why/how* – why and how it is significant that we are covering a particular reading, such as themes, concepts, individuals, events, or regions. Please refer to the thought questions given to help you for your discussion preparation as well as study guides and reading list themes.
- 4. Lectures:** are readable PowerPoint, videos and other film clips.
- 5. Web sources:** Please note that many colleges have banned Wikipedia and there are better alternatives for sophisticated college students. There are good internet research sites, which will be provided throughout the course.
- 6. Maps:** are an important tool to test your geographical knowledge of the areas and themes we cover. Maps will help you understand how and why the environment affects human change, in addition to borders with neighboring countries. You are expected to locate and identify key cities, countries, bodies of water, and migration/trading patterns as covered in lecture/readings from your textbook or handouts.

Disclaimer: Syllabus/schedule subject to change!

Tentative 16 week Course Schedule *(this may change, so please listen for announcements)***Discussions/Quizzes due on Saturdays at 3 PM**

Week 1 – August 28	<p>Optional Etudes Orientation Course Introductions History, Evidence, Dates, Primary Sources, “Western” Civilization</p> <p>Read in Modules: Syllabus, Netiquette, Thesis http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml Syllabus Review & Sign contracts in Assignments, Tests and Surveys Start reading Primary Sources & Bentley Chapters 19, 21</p>
Week 2 – September 3	<p>Section 1 – European Conquest and Imperialism Lecture: The Changing World of the Fifteenth Century Lecture: European Imperialism: African Conquest & the Atlantic Slave Trade , Conquest of the Americas</p> <p>Discussion: Self-Introductions Due Quiz – Syllabus & History Read Primary Sources & Bentley Chapters 19, 21, 22</p>
Week 3 – September 10	<p>Lecture: East Asia: Attempts to Maintain Independence Lecture: European Colonization of Africa Primary Source Presentation Group Meetings/Guidelines</p> <p>Read Primary Sources & Bentley Chapter 22, 23 Discussion – Primary Sources P1 Quiz 1 – European Conquest and Imperialism</p>
Week 4 – September 17	<p>Discussion Guidelines – How to Write an Essay Discussion 1: Essay on European Conquest and Imperialism</p>
Week 5 – September 24	<p>Section 2 –The Islamic World & the Making of Modern Europe Lecture 3: Transformation in Islamic Empires– the Ottoman Turks, the Safavids (Persians), and the Mughals (India) Film: Islam: Empire of Faith, Part II</p> <p>Read Primary Sources & Bentley, Chapter 24 Discussions – Primary Sources 3</p>
Week 6 – October 1	<p>Lecture: Europe’s Transformation: Reformation, Religious Wars, the Witch Craze, Absolutism, Scientific Revolution, Enlightenment Lecture: The American, French & and Haitian Revolutions Lecture: Industrialism and Marxism</p> <p>Discussion Primary sources 2 or P2 Read Bentley Primary Sources &, Chapter 25, 26</p>
Week 7 – October 8	Quiz 2 –The Islamic World & the Making of Modern Europe
Week 8 – October 15	Essay 2 –The Islamic World & the Making of Modern Europe Discussions – Primary Sources 4

Week 9 – October 22	Section 3 – Twentieth Century Wars Lecture: World War I, the Great Depression Lecture: The Russian Revolutions READ Primary Sources & Bentley, Chapter 29 & 30
Week 10 – October 29	Lectures: World War II Lecture: The Cold War: the Korean War, Cuba & Vietnam The Killing Fields (time permitting) More Genocides: The Example of Cambodia Read Primary Sources & Bentley Chapter 32, 33 Quiz 3– Twentieth Century Wars
Week 11 – November 5 – Elections week!	Essay 3 – Twentieth Century Wars
Week 12 – November 12	Section 4 – Nationalism, Decolonization, Neocolonialism, & Modern Challenges Lecture: Nationalism in Asia, Africa and Latin America Gandhi & Documentary – Amandla Lecture: How to Write a Research Paper Read Primary Sources & Bentley chapters 31, 33 Discussion – Primary Sources 4 Quiz 4 – Nationalism, Decolonization, Neocolonialism, & Modern Challenges
Week 13 – November 19	Lecture: Decolonization & Neocolonialism Lecture: The Cold War and its Battleground in the Belgian Congo Raoul Peck. Lumumba. Read Primary Sources & Bentley, Chapters 31 & 33 Essay 4 – Nationalism, Decolonization, Neocolonialism, & Modern Challenges
Week 14 – November 26	Lecture: How to Write a Research Paper Continued
Week 15 – December 3	Extra Credit Opportunities Final Project Part One
Final Exam Week December 10	Final Project Due Tuesday December 10 “New Traditions & Encounters in Food”

Holidays: Labor Day, Sept 2, Veteran's Day, Nov 11, Thanksgiving Nov 28-Dec. 1

LAST DAY TO:

Drop full-term classes to receive refund or without paying fee September 8, 2013

Drop regular full-term classes without receiving a “W” September 9, 2013

Elect Credit/No Credit – full-term classes September 23, 2013 (in-person)

Drop classes with a “W” November 14, 2013 (in-person), November 17, 2013 (online)

ONLINE Class Contract (ETUDES Assignments, Tests, and Surveys)

I have completely read the syllabus for this course and understand and agree to the course requirements, including the following. Once you have electronically signed the contract, you will be allowed to continue the online course.

- the student learning outcomes for the course
- the course objectives of the course
- NO makeup policy
- study guides are available in Etudes Modules
- historical writing involves a thesis, three points and a conclusion
- history is about constructing narratives (storytelling) based on evidence, primary and secondary sources (and not about memorization)
- professor's philosophy on learning as referenced by Calvin & Hobbes, bodybuilding and video game rules
- reading & preparation is crucial to academic success!
- opportunity to take the class as HONORS
- grading/due dates for the semester

I agree to review instructions first, then ask questions directly and immediately if I do not understand the instructions or due dates for an assignment

I agree to organize my time in a way that allows me to thoughtfully and thoroughly complete assignments.

I agree to be responsible for keeping up with de dates and submitting on time or before

I understand that technical problems related to computer connections or equipment cannot be used as an excuse for failure to complete assignments or to participate online. I agree to locate the computer hardware, software and internet connections necessary to stay connected and current with my course work online. I am aware of alternate internet connections available through the college computer labs, the library, the public library and friends, relatives or neighbors, and will access them if my personal computer equipment is not working

I understand that technical problems with the courseware require that I contact the student helpdesk or the distance learning center for technical support

I agree to fully participate in online discussion by reading and responding respectfully to my classmates and instructor. I understand that participation is a requirement for this course

_I agree to check in our online classroom at least 1-3 days per week and understand that I am expected to be working online a minimum of 3 hours, 6-9 hours of reading history, per week

The professor offered an etudes optional orientation, which I may or may not attend.

Clicking on "True" is your agreement to agree to this online contract.

Also, please write your name in the box below,

Also if applicable, describe any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, and observance of religious holidays. (You may need additional documentation from the Office of Student Special Services.)