



WEST LOS ANGELES COLLEGE

Fall 2015 –Tuesdays, 6:45-10 PM GC 470- CHEE
4206: History 2 – Intro to Western Civilization II
Computer Classroom – Quiz or Research days TBA



Instructor: Professor Grace Chee

Office Hours: After class or on Etudes Questions

Email: gchee99@yahoo.com or CheeGE@wlac.edu

(in the subject, please write your campus, course number & subject

“WLAC 2 – The Ethnocentrism of Western Civ?”)

www.professorchee.wordpress.com

<https://www.youtube.com/watch?v=UxI9EOAi9ec>

Required Readings & 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* http://www.amazon.com/gp/product/0077408020/ref=as_li_tf_h?ie=UTF8&tag=professorch03-20&linkCode=as2&camp=217145&creative=399381&creativeASIN=0077408020
- Various other primary & secondary source readings – posted on Etudes
- Videos <http://rcm-na.amazon-adsystem.com/c/cm/?r=professorch03-20&sr=1&p=12&l=ur1&category=primeent&banner=032PM0C4EGZ3KFE57R82&f=i&f&lc=pf4&linkID=MSQJFEI655CTDRDM%22width=%22300%22height=%22250%22scrolling=&>
 - *Islam: Empire of Faith, Part II* (available on youtube)
 - Raoul Peck. *Lumumba*. (iTunes, Amazon or YouTube)
 - Film: *Amandla*

I. Course Description (fulfills IGETC IIB & IVF):

This course surveys Western Civilization from the Renaissance to the present. Major topics include the political, economic, and social organization of Europe, with particular emphasis upon the rise of the nation state and industrialization. The global influence of Europe, Africa, Asia and the countries of the Western Hemisphere in the twentieth and twenty-first centuries will also be examined.

Onsite class, supplemented with online work on Etudes

This history course is a 15-week long semester course that meets in-class supplemented by online reading/work to be completed on ETUDES. The UCs, Cal States, and other 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. In addition, other numerous advantages include us becoming good environmentalists, and the benefits of 24-hour access to lectures, study guide materials, readings, and grades. Another important point to note is that my classes are somewhat flipped, which means that in-class instruction involves some lecture review, and also guided discussions and time to work assignments. However, keep in mind, similar to any other social science class, this class requires additional hours outside of class to review lectures, read texts, and review concepts on a weekly basis.

WLAC's Course Learning Outcomes

1. Students will be able to trace the development of the Scientific Revolution.

Professor Chee's Teaching Philosophy & Purpose

Why/how I teach history? Why study history! And why history matters?

<https://www.youtube.com/watch?v=Uxl9EOAi9ec>

Think of me as a coach! My teaching style is Socratic, guiding students to engage with the past, uncovering and discovering through discussions of primary and secondary sources, including art, food, and travel stories. My classes are somewhat flipped, so much of the work will be done in class as well as at home. I hope you come to appreciate how and why history is relevant to you, and that knowledge is power. History – the local and the global – helps us understand how we as individuals are connected to a wider world. The past helps us understand power dynamics in our society, in terms of gender, class, and race. History helps us become better critical thinkers, important to a democracy, and either good working professionals, or success in transferring to a 4-year institution. Your success, however you define it, is important to me!

What skills will students have learned upon completing this course? The ability to:

- discuss the definition of history
- articulate 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 to create new traditions
- discuss human interaction with the environment
- construct and evaluate historical questions
- write a thesis statement
- make connections between events

Course Themes:

- A. *Define history, the role of the historian and primary and secondary sources as historical evidence*
- B. *Explore major world historical developments and themes such as colonization, imperialism, revolutions, absolutism, nation state building, industrialism, nationalism, and globalization that occurred from the 1500s to the present.*
- C. *Explore competing political, economic, cultural, religious, social and sometimes racial ideologies or interests that shaped these historical developments*
- D. *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, and especially the Cold War*
- E. *Discuss twentieth century nationalist movements in Africa, Asia, and Latin America and its relationship to the Cold War*
- F. *Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance*
- G. *Discuss the historical significance of cultural and scientific developments in art, music, architecture, literature, philosophies/religion, science and technology.*
- H. *Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange*

Assignments & Method of Evaluation:

This class has small, frequent assignments designed with your success in mind, to help you achieve a set of skills that fit the learning objectives (compared to the traditional two large midterms and a cumulative final exam). Your final grade will be based entirely on the number of points that you earn. *This may change throughout the semester, so please listen for announcements!*

Syllabus Contract (must sign to continue w course)	
Syllabus & History Quiz (must achieve 70% or 14)	20 _____
Etudes Discussion: Introductions	10 _____
Paper Version of the Bio	5 _____
Weekly lecture notes (2x10)	20 _____
Quizzes - multiple choice (4 sets @20 points each)	80 _____ = _____
Quizzes - Essays (4 sets @20 points*)	80 _____ = _____
Discussions or Presentations (4 sets @10 points*)	40 _____ = _____
Final Research Project: article search	15 _____
Final Project Presentation	10 _____
<u>Final Research Project</u>	<u>20 _____</u>
Sub-Total	300
Extra Credit: TBA	10
Total:	310

- A 270-310
- B 269-240
- C 239-210
- D 209-180
- F 179 or below

Please plan in advance for car accidents, problematic relationships, computer crashes, etc. on scheduled due dates. Please keep in mind – **Absolutely NO makeups!** Truly, I feel compassion and sympathy for your life challenges, however, please keep in mind, there are hundreds of you, and one of me. You are always welcome to work in advance, as I provide assignments in advance. Extra credits will also be available.

Syllabus contract: All students must sign (electronically) the syllabus contract in order to continue with the course.

Syllabus & History Quiz: A syllabus & history discipline quiz, essential for understanding key discipline terms, student learning outcomes (SLOs) and course objectives. This is one quiz you may take as many times as you would like to get the best score, however, in order to continue with this course, you must pass with 70% or 14 or better.

Online Discussions: Self-Introduction: A short introduction about yourself, including your online avatar or photo, to get you familiar with the class and Etudes.

Paper Version of Your Bio & Profile: One of only two assignments to be printed on paper. Please download from Etudes, type and insert photo.

Weekly lecture and reading notes: Weekly notes of active and timely readings are imperative to your success! Readings consist of primary sources, the textbook, and lectures (in modules), and generally all three sources cover the same material from different perspectives. Reviewing the study guide history terms and essay question first will help you think about topics, as you read and take notes. You may want to articulate the study guide terms, especially in terms of the

historical significance, as well as the who/what/when/where/why/how. You may also want to read difficult concepts multiple times. The practice of writing summary paragraphs as you read, helps you become a better history student or storyteller.

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 encounters with other traditions. It will help for you to locate and identify key cities, countries, bodies of water, and migration/trading patterns as covered in lecture/readings.

Quizzes: Part 1: Multiple Choice: approximately 40 multiple choice questions in etudes, on material covered in class discussions and lectures, film, online sources, and readings from textbook and primary sources. Generally all sources cover the same material from different perspectives. Think of these as reading comprehension and analysis questions. I always try and include a few extra credit questions.

Quizzes: Part 2: Essay: One essay question each module, with questions provided in advance in the study guide! Essays will be graded on skillful historical argumentation and critical thinking, i.e. a thesis, three points, and conclusion, with study guide terms and references to sources incorporated. Please see rubric on etudes for examples on an A, B, C, D, and F essay. *Plagiarism, or other forms of academic dishonesty including the copying of another person's work, internet sources, or textbooks, will result in an "0" or F for the assignment and may be reported to the appropriate deans.*

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

"0" Etudes Default Grade in essays - Please note that it takes one to two weeks for me to grade essays. It might even take longer if I have to answer many private messages and emails regarding the grade of zero. :) Etudes default to a "0" with assignments that have either not been graded, or if you have no posting. The only other reason for a zero is plagiarism or if you did not submit.

Discussions: Presentations on Primary Sources: You will participate in four sets of discussions on primary sources or a set of historical questions, incorporating study guide terms, showing evidence of texts. (Please see rubric on etudes.) Group discussions center on primary source readings. *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. While you might only be presenting on one document, you are still responsible for all of the documents.

Final Project: New World Food Traditions through Encounters

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 or ingredients originate? How did it travel? Which borders did it cross? How? When? (From 1500- present) What makes it a new tradition? This assignment asks you to research

and critically analyze your sources. Encyclopedias are not allowed except for one, the *Cambridge History of Food*.

Web sources: Please note that encyclopedias (which might be appropriate to K-8) are not considered academic research and NOT appropriate for sophisticated college students, especially history students. Many colleges have banned Wikipedia, as they are author blind and full of errors. Good history sites and internet research will be covered throughout the course.

Extra Credit: To be announced to the entire class. Etudes has a difficult time calculating extra credit points, so it will be easier if you complete your point value chart as provided above.

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.

Professor Chee's Philosophy on Learning

Is there a correlation between physical and mental health? 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>

My Philosophy on Learning according to Calvin & Hobbes



Studies (and past experience) show that students who regularly participate in class, read actively, and take good reading/lecture notes, do better than those who do less. Ultimately, you will get out of this class what you put into it. I have three words for you, preparation, preparation, and preparation! (Also ask me about the video game or body building rule.)

Student Rights & Responsibilities

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.

Student Professionalism in Class

1. As per college policy, cell phones must be turned off or on silent mode. Laptops, pads and smart phones, are only allowed if engaging with class content. (Remember that the professor or student

standing in front of the room can see everything!) Students who violate this policy will be asked to give up their phone (or other electronic devices), or leave the class for that day.

2. Being present versus walking in and out of class: You are expected to arrive on time, be mentally focused and present. If you have to leave early, let the professor know in advance (in dire situations) and be discreet (sit close to the door and be very quiet when you leave). If you arrive late, look very apologetic, and come in quietly without disturbing the speaker/class. Walking in and out is disruptive to the speaker. Attendance will be only taken once
3. Preparedness: You are expected to come to each class session prepared, having reviewed your syllabus reading list, study guide terms and questions, completed readings and be prepared to ask or answer questions during class discussions.
4. This is not Oprah. Do not shout out or speak when your classmates or I are speaking, as it is incredibly distracting and discourteous. Raising your hand and waiting to be called is professional.
5. 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.

Communicating with me: Best on Etudes!

Remember that you are probably not alone; **the student who asks questions is the student who succeeds!**

Questions in Etudes Discussions:

Questions should be posted here, especially as history Professors love questions such as... “How did comics reflect popular cultural notions of race and gender during period X?” or “I’m confused because Bentley argues X, while the primary source shows Y...” and other types of content-related questions will get you extra credit points.

Logistical questions should also be posted here, such as, “I need help with this week's assignment?” or “When is it due?” but stop, before posting the question, you may want to do your legwork. Those attentive students who engage in thematic or answer logistical questions for their peers, will also receive extra credit.

“Private Messages” in Etudes Discussions: for private correspondence (preferred). If you are sending email, it has to be delivered from your official district email on record for sensitive information with appropriate campus/class/topic references. *Be professional in your private message and email correspondence to your professor!* Your messages/emails are formal documents that I save, as such, proofread before sending. Do not send text-style emails, or ones with all capital letters, which is shouting in e-speak. In cyberspace, people have a tendency to forget their "tone".

Campus Resources

Office of Disabled Student Programs and Services (DSP&S):

Student Services Building (SSB) 320 | (310) 287-4450. Video Phone: (323) 800-5934

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

Instructional Support (Tutoring) & Learning Skills Center

Heldman Learning Resources Center (HLRC) | (310) 287-4486

Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).

**Library Services
Heldman Learning Resources Center (HLRC)**

(310) 287-4269 & (310) 287-4486

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

Financial Aid: you may qualify for financial assistance or scholarships. There have been some changes to the Pell grant lifetime limit as well as fees. Check with their office:
<http://www.elac.edu/admission/finaid/index.htm>

Recording Devices: State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval.

Etudes

Welcome to Etudes! ETUDES - Easy To Use Distance Education Software. Please review the information on the website at <http://www.wlac.edu/online/login.asp> OR <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 any trouble, contact the help desk.

Attendance & Drops: According to the College attendance policy in the College General Catalog, I am required to drop students who do not attend the first day and week of classes. After that, the college requires that “whenever the absences ‘in hours’ exceed the number of hours the class meets per week (3 hours), the student may be excluded from class by the instructor, (although ultimately, it is the responsibility of the student to drop to avoid a failing grade). Keep in mind, that the deadline to drop without a “W” is in Week 2 of the semester.

IMPORTANT DATES:

Last day to

Add in-person: Sept 11, 2015

File Pass / No Pass: Sept 11, 2015

Drop a Class with a refund/no fee owed:
Sept 11, 2015

Drop a Class without a “W”: Sept 11, 2015

Drop a Class with a “W”: Nov 20, 2015

Holidays:

Labor Day: Feb Sept 7

Veterans Day: Nov 11

Thanksgiving: Nov 26-29

Disclaimer: Syllabus/schedule subject to change!

Etudes assignments due the day before class@ 11 PM (except those in class), Paper assignments due at the beginning of class

<p>Week 1 September 1</p>	<p>Introductions Discussion: History, Evidence, Dates What is “Western Civilization?” What is II? Lecture: the Changing World of the Fifteenth Century Course Introductions</p> <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read & sign syllabus contract in Etudes- Assignments, Tests... <input type="checkbox"/> Read & review entire Introductions Module & take notes! <input type="checkbox"/> Quiz – Syllabus & History (unlimited tries but must achieve 70%)
<p>Week 2 September 8 DROP DEADLINE #1- Drop Classes Online Without Having to Pay Fees, Without “W”</p>	<p>Etudes Review Lectures, Primary Sources & Texts & Study Guide</p> <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review study guide, lectures, text, primary sources & take notes! <p>Section 1 – European Conquest and Imperialism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lecture: European Imperialism: African Conquest & the Atlantic Slave Trade, Conquest of the Americas <input type="checkbox"/> Discussion: Self-Introductions (etudes) <input type="checkbox"/> Bios (Paper Version) with photo attached
<p>Week 3 September 15</p>	<p>Paper Version of Bios Due Questions on lectures? Practice Essay & Practice Quiz 1 MC Discussion Guidelines – How to Write an Essay Presentation Guidelines & Discussion Group Work</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review study guide, lectures, text, primary sources & take notes! <input type="checkbox"/> Lecture: East Asia: Attempts to Maintain Independence <input type="checkbox"/> Lecture: European Colonization of Africa <input type="checkbox"/> Videos: <i>Tales of Timbuktu</i> <input type="checkbox"/> Prepare P1 & Q1
<p>Week 4 September 22</p>	<p>Primary Source 1 Presentations Quiz 1– European Conquest and Imperialism</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review study guide, lectures, text, primary sources & take notes! <p>Section 2 –The Islamic World & the Making of Modern Europe</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lecture 3: Transformation in Islamic Empires– the Ottoman Turks, the Safavids (Persians), and the Mughals (India) <input type="checkbox"/> Film: <i>Islam: Empire of Faith, Part II</i>
<p>Week 5 September 29</p>	<p>P2 Discussion Groups Review Asian Islamic Empires</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review study guide, lectures, text, primary sources & take notes! <input type="checkbox"/> Lecture: Europe’s Transformation: Reformation, Religious Wars, the Witch Craze, Absolutism, Scientific Revolution, Enlightenment <input type="checkbox"/> Lecture: The American, French & and Haitian Revolutions <input type="checkbox"/> Lecture: Industrialism and Marxism

Week 6 October 6	Review European Christian Empires □ Prepare P2 & Q2
Week 7 October 13	Presentations P2 Quiz 2 – The Islamic World & the Making of Modern Europe □ Review study guide, lectures, text, primary sources & take notes! Section 3 – Twentieth Century Wars □ Lecture: World War I, the Great Depression □ Lecture: The Russian Revolutions
Week 8 October 20	Lecture questions? □ Review study guide, lectures, text, primary sources & take notes! □ World War II & Captain America □ The Cold War: the Korean War, Cuba & Vietnam
Week 9 October 27	<i>The Killing Fields</i> (time permitting) More Genocides: The Example of Cambodia □ Prepare P3 & Q3
Week 10 November 3	Presentations – Primary Sources P3 Quiz 3 – Twentieth Century Wars □ Review study guide, lectures, text, primary sources & take notes! Section 4 – Nationalism, Decolonization, Neocolonialism, & Modern Challenges □ Nationalism in Asia, Africa and Latin America □ <i>Gandhi & Amandla!</i>
Week 11- November 10 (Veterans H?)	<i>Gandhi & Amandla!</i> discussions □ Review study guide, lectures, text, primary sources & take notes!
Week 12 November 17 DROP DEADLINE #2 - Last Day to Drop Classes Online with a "W"	Lecture questions & discussions □ Review study guide, lectures, text, primary sources & take notes! □ Lecture: Decolonization and Neocolonialism □ Lecture: The Cold War and its Battleground in the Belgian Congo □ Raoul Peck. <i>Lumumba</i> .
Week 13 November 24 Thanksgiving week!	Lecture questions & discussions □ Prepare P4 & Q4 □ Read & think ahead to the final project
Week 14 December 1	Presentations – Primary Sources P4 Quiz 4 – Nationalism, Decolonization, Neocolonialism, & Modern Challenges □ start final project research
Week 15 December 8	Final Project Part One: “New Traditions & Encounters in Food” □ Submit final project- part one
Final Exam Week December 15	Final Project Presentations □ Submit final project – part two