

COURSE SYLLABUS for HIST& 128 OL 1: World Civilizations III: #4925

5 credits, Meets Social/Behavioral Science (SS) and Diversity (d) requirements

Fall, 2020, SECTION OL 1

Start Date: Sept 22 Ends: Dec 11

Meets: Online

Location: Online

Instructor: Mary Haberman

Contacting Your Instructor:

- **Canvas: The best way to reach me is to send a message through Canvas.** I will respond to messages daily Monday to Friday and sometimes on weekends.
- Second best is to email me if for some reason you can't access Canvas, mhaberma@whatcom.edu -- notice that there is no "n" on my last name. I'm more likely to see your message sooner on Canvas.
- **Office:** Campus is closed, so my office is online.
- **Office Hours:** I will be available on Canvas to answer emails or chat or video conference Mondays from 11 a.m.-12. But please feel free to email me any time with questions, concerns or ideas. Or contact me to set up a time to have a video meeting (via Zoom or Conferences in Canvas).
- Office phone: Not available this quarter.

Your instructor contacting you:

- Announcements: I will post announcements each week with important reminders, updates and information.
- I will also message you through the Canvas system. If you get a message from me, please check it on the day it is sent.
- You will also get "submission comments" from me -- comments on your assignments.
- Please set notifications in Canvas so that you receive announcements, messages and submission comments right away. (There's an assignment on this in Canvas.)
- Load the Canvas App on your phone so you can see notifications more quickly.
- You should set up Canvas to forward messages to a place where you'll get it: email or SMS/text.
- WCC Email is now your official email for the college, where you will receive official notices and communications. Be sure you check it regularly and have it set up to forward to a place you'll get the messages. (I will not be using it for the class, but will use Canvas instead.)

Course Description

This course examines the major events and developments in world history since 1815. Major themes will include industrialization; imperialism, resistance, and decolonization; nationalism, revolution, and state building; the growth of dominant political ideologies and mass movements; global conflict and genocide; neocolonialism; the Cold War; and human-environment interactions. (SSg)

Meets Social/Behavioral Science requirements (SS) and Global Studies (courses designated "g") -- These courses are designed to give students the ability to describe or analyze (1) the global interrelationships among societies, cultures, or peoples or (2) a single society, culture, or people other than those from within the United States.

Course Outcomes

As a result of this course, students will be able to

- Identify key people, places, and events in world history between 1815 and the present.
- Locate important geographical and political points for this time period in Europe, Asia, Africa and the Americas.
- Analyze the main historical movements in this time period for their significance and impact on the future.

- Research how people in different parts of the world dealt with major social and political issues.
- Analyze how changes in the world's societies during this time period were connected to a variety of factors, such as environmental pressures, religious turmoil, economic trends and upheavals in traditional social classes.
- Propose connections between personal/contemporary experiences and historical trends, using historical evidence and data.
- Interpret primary source documents, maps, and other sources of information for their reliability and utility in understanding history.

Recurring topics of the course:

- Industrialization and the environmental and human impacts
- Ideology and values and their influence: Democracy, Capitalism, Communism, Authoritarianism, Religion
- Imperialism/Globalization and resistance
- Fights for human rights and equality
- Key wars and their causes and impacts

WCC's core learning abilities (CLAs) are five skills taught and reinforced throughout our curriculum that are integral to students' professional and personal lives: quantitative literacy, communication, critical thinking, information literacy and global consciousness. This course will emphasize the last two: **information literacy** -- the ability to identify an information need and to locate, evaluate, and use information effectively and ethically and **global consciousness** - the ability to assess how the world and people's lives are shaped by natural, social and cultural interactions and processes.

Textbook and resources:

- Textbook: Elizabeth Pollard, Clifford Rosenberg, Robert Tignor et al: *Worlds Together, Worlds Apart with Sources*, Combined Volume, Concise 2nd Edition, W. W. Norton, 2019.
- Other resources on Canvas will be assigned every week: Videos, short lectures, Primary source documents (documents from the time we are studying), and other online links.

Course Assignments:

- **Ungraded Homework:** You are expected to read from the textbook and watch assigned videos. Guiding Questions and specific pages will be provided to help you focus this work.
 - **Visual or Map activities/discussions:** You will make interpretations on paintings, photographs or maps. Weekly: 10 points each: 100 points
 - **Primary sources analysis Discussions:** In Discussion forums with classmates you'll post and respond to analysis of readings from the time, such as speeches, letters, articles or laws. You'll generally make posts by Fridays (11:59pm) and responses to classmates' posts (usually a minimum of 2) by the following Mondays (at 11:59pm). To earn full points, post an informed, thoughtful response, read your classmates' comments, and respond at least twice to other students' comments with thoughtful engaged responses. Weekly 15 points each x 10 weeks: 150 (Your lowest score will be dropped.)
 - **Quizzes** on reading and class sources. These will be open book multiple choice with a few short answer/short essay questions. We will have 4 at approximately 25 points each.
 - **Evaluating Internet sources assignment:** 30 points
 - **Essay:** You'll write one 3-4 page essay in which you dive deeper into a topic we studied and discussed in our class. 30 points
 - **Extra Credit:** You can choose from a video and extra reading list for extra credit. Look in the extra credit folder for opportunities. Total extra credit available is 15 points.
- Total:** approximately 400 points.

Grades:

A= 93% and above, A- = 90-92% B+ = 87-89% B= 83-86% B- = 80-82% C+ = 77-79%, C= 73-76% C- = 70-72% D+ = 67-69% D=60-66% F= less than 60%.

S/U (Satisfactory/Unsatisfactory) grading: an S is a C or a minimum of 73%. If you are considering changing to an S/U grading, please check with me first to determine your current standing in the course. You should then check with an advisor using <https://www.whatcom.edu/get-started/virtual-one-stop> to determine the best course of action for your success. Some programs, schools, and universities may not recognize the S grade in the same manner as WCC. If you do decide to use this grading format, you need to officially make the change through Registration.

<https://oasis.whatcom.edu/ManageClasses/Login.aspx> The last day to make the change is 6/9/20.

Incomplete grades (I) are for exceptional circumstances only, for a student who has completed most of the course work already and require a formal agreement between student and instructor.

Withdraws: If you find that you are unable to finish the course, you may need to withdraw from class by the official deadline to avoid an F. **Oct 12** is the last date to withdraw without a "W" on your record (and to get 40% of your tuition back). **Nov 16** is the last day to withdraw with a "W" which will then be on your transcript, but not figure into your GPA. However, check with an advisor before withdrawing. Sometimes withdrawing is not the best option for financial aid reasons or for visa reasons if you're an international student. Advisors can be reached online this quarter: Look at the Contact Us box on the right: <https://www.whatcom.edu/get-started/advising-career-services>

How the course works:

Look in the MODULES section each week. Each week:

- I will provide you with a "To Do" list.
- Weeks begin and end Monday (except if our first week starts on another day).
- Read, view and listen to class sources: textbook and more online
- You will take notes on the sources. (Don't get bogged down taking a lot of notes on the book, but a few.)
- **Participate in the Visual/Map Activity** by Wednesday.
- **Participate in Discussion Forums.** There will be 1-2 weekly discussions. You'll generally make posts by Fridays (11:59pm) and responses to classmates' posts (usually a minimum of 2) by the following Mondays (at 11:59pm). To earn full points, post an informed, thoughtful response, read your classmates' comments, and respond at least twice to other students' comments with thoughtful engaged responses. Please follow good "netiquette" (online etiquette) -- standards are listed later in this document.
- **Quizzes** will be every 2 or 3 weeks and due on Mondays.
- **What is due** can be found in the Module for each week and also in the Calendar on the left (you can check multiple classes to have assignment due dates appear in it).

Keys to success in online work:

- **Keep up.** Do the work each week. Check into class regularly each week. Figure out when and where you can do the work and consider adopting a new time management technique.
- **Catch up** if you get behind. Don't get down on yourself, just get back on the path.
- **Communicate.** Read announcements, messages and comments from me and respond. Let me know if you have a problem keeping you from doing the work or if you have questions. Questions help me help not just you but the whole class.
- **Get help.** We all need it. And it makes life easier. I'm here for you. And Whatcom has many resources to help students. See below. Talk to an advisor, a counselor or a mentor or a classmate or a friend or family member.

How much time should I set aside for class work? Short answer: 15. (The typical formula for a college class is to take the number of hours you spend in class and double that for outside class work. So for a 5 credit class, you would spend 5

hours in class and 10 out of it working.) However, some weeks will be a bit less and some a bit more if something bigger is due. You need to set aside time to include reading, watching videos, assignments, writing your discussion posts, reading each other's, research, and studying. All these tasks can add up quickly. Don't plan on doing it all in one or two days. Chunks of a couple hours at a time will work better.

Policies:

Student illness.

In the event you or someone close to you becomes ill during spring quarter, please check in with me as soon as possible so we can discuss options for your continued success in the course.

Academic Honesty and doing quality work on assignments:

- All written work should be in your own words. It's great to discuss assignments with classmates, but write your own answers. Do not copy things directly from the book or another source. Use your own words. It helps you learn.
- If you use internet or other sources in any assignment submitted for the course, you should **cite the sources you used**. Citation should include an author, title, publication (or website) and working URL.
- Do not plagiarize someone else's work. It's a serious academic offense that will result in zero credit for an assignment, could result in failure in the course and disciplinary action from the college. (For more on plagiarism, see the link below.)
- Quizzes are independent work. No sharing answers, no unauthorized notes or information.
- **Violations of academic honesty will result in a score of 0 for the assignment and will be reported** to Whatcom Community College's Office of Community Standards (i.e. Student Conduct) for further action.

Late Work:

Please make every effort to get work done according to deadlines. The quarter moves fast and it's important to keep up. That said, if you occasionally miss a deadline by a day or two, it won't count against you. If you consistently are late, then you're missing the boat on interacting online with your classmates and you will be penalized. What won't work is turning in all the quarter's work the last few weeks.

- **If work is turned in more than two days late, you'll lose 10%.** But, still turn it in!
- **Very late work will not be accepted, except in special circumstances.** Assignments will close and no work will be accepted after two weeks from the due date. Please let me know if you have a major problem or issue that is affecting your ability to turn in the work in a timely manner so we can discuss solutions and options.
- **Quizzes are set to expire after the day they are due, so please take them by those deadlines.** But, again, let me know if you have a significant issue that prevents you from meeting that deadline and we will come up with a solution.

How to use Canvas:

- Download the app on your phone so you can get messages there.
- Use a computer to submit assignments -- it's more reliable than with your phone.
- **Please let me know if there's a problem in Canvas so I can fix it.**
- Read submission comments, messages and announcements from your instructor.

For Online Discussions here are some Netiquette guidelines to interact with others in a positive, cooperative and supportive manner and display respect for the privacy and rights of others.

- Be courteous about what you say to or about others in any electronic format. In electronic communication, the golden rule is, "Remember the Human"; there is a real person with real feelings on the receiving end of your post.
- Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas, and opinions are an essential part of the scholarly environment. Keep in mind that the people in your classes may come from backgrounds and have views that may vary significantly from your own.
- Flaming is not appropriate under any circumstances. While everyone (learners and instructors alike) is encouraged to share ideas and opinions openly, you should never use insults or resort to name-calling even if you disagree strongly with what someone else has written. Insulting remarks and name-calling are never appropriate in an academic setting. Flaming is the posting of messages that are deliberately hostile and insulting in an online social context.
- When responding to messages or posts made by others, address the ideas, not the person.
- Be careful when using sarcasm and humor. Without social cues, such as facial expressions and body language, a remark meant as humorous could come across hurtful or offensive. Don't assume that the use of emoticons, such as :-) are enough to convey your tone or intent.
- Capitalizing whole words is generally seen as SHOUTING and is often offensive to the reader. Use all capital letters sparingly, such as to highlight a meaningful word or point.

STUDENT SUPPORT:

Accommodations:

Any student with a disability requiring auxiliary aids, services, or other reasonable accommodations should contact the access and disability services office in academic advising and career services in LDC116 or call 360.383.3080 or 360.255.7182 (videophone) to make an appointment.

Your instructor: Please communicate with me about concerns or issues affecting your learning so we can come up with solutions and get you the support you need to succeed.

Student Services: WCC has lots of services available to help you. From WCC's home page see the drop down list under the center tab "Student Services" <http://www.whatcom.edu/> This includes Access and Disability Support Services: <https://www.whatcom.edu/student-services/access-disability-services> and Personal Counseling: (it's free!) <https://www.whatcom.edu/student-services/personal-counseling>

Learning Center <http://www.whatcom.edu/student-services/tutoring-learning-center> Get study help, a tutor, writing help and more.

Tech Help: <http://whatcom.edu/student-services/computer-access-tech-help>

Student Helpdesk

Heiner Center 104

studenthelpdesk@whatcom.edu

p 360.383.3410 | 1.855.767.9003

Further description of key support services at WCC:

Early Alert system: WCC is committed to supporting the academic success of all its students. The College has adopted a proactive early alert referral system, which is a collaborative, student-centered program involving faculty, advisors and students. The early alert referral system is a tool for faculty to identify students who are experiencing academic or attendance difficulties during the first few weeks of each quarter. Students who receive an alert will be contacted by someone on the early alert student success team to direct them to appropriate next steps and resources for success. As

your instructor, I also encourage you to contact me if you receive an alert so we can discuss options for helping you to be successful in this course and at WCC. An early alert webpage with campus resource information is located at <http://whatcom.edu/get-started/advising-career-services/early-alert-support-program>.

The Learning Center, located in Cascade 113, offers up to two hours of one-on-one tutoring support for WCC courses in a variety of disciplines. For more details and hours, call 360-383-3097 or visit <http://www.whatcom.edu/student-services/campus-resources/learning-center> The math center, located in Cascade 113, offers drop-in tutoring and reservation-based private tutoring for all mathematics courses taught at WCC. Math center services are free, and there are tutors trained to help you with your math support needs. For more details and hours, call 360-383-3090 or visit <http://whatcom.edu/student-services/math-center>. In the writing center, located in Cascade 112, student readers work with WCC students who are writing for all classes as well as for job and college applications. Writing center services are free, and there are talented, helpful readers there who will talk with you about what you are working on for this class, at any stage of the writing process. The staff will also respond to your writing online at <http://whatcom.edu/student-services/tutoring-learning-center/writing-center/get-a-response-online>. See the website for hours.

Student Access Computer Lab in Heiner 104/105 provides student access to network accounts, email, scanning, faxing, and printing and copying (black and white and color). Laptops, flip video cameras, and digital cameras are available for checkout. The student helpdesk staff in Heiner 104/105 is available to answer questions about access to course management systems, use of online resources, student email, and common software. Call 360-383-3410 or email studenthelpdesk@whatcom.edu for service hours.

Academic advising and career services offers a variety of services including advising, academic degree planning, career services, counseling, veterans services, and access and disability services. Located in LDC 116, academic advising and career services is open every weekday, and advisors are also available many Saturday mornings during fall, winter, and spring quarters. See the website <http://whatcom.edu/get-started/advising-career-services> for hours. Advising is available by email at advise@whatcom.edu or call 360-383-3080 for more details or to schedule an appointment.

WCC's Library located in Heiner, provides students with personalized services to find content and other information to meet their scholarship needs. Lounge furniture, computers, copy machines, course reserves, group study areas, white boards, books, articles, deep web resources, and map resources may be accessed in the library and online. The reference desk may be accessed by phone (360-383-3285) or online 24/7 through "ask a librarian" at <http://library.whatcom.edu>. See the website for hours.

The Intercultural Center, located in Syre 217, provides support to students who have traditionally been underserved, and promotes educational equity and academic achievement for all students by providing access to resources and a safe place to connect by co-creating a culture of inclusion, dignity, and respect. Contact 383-3100 or diversity@whatcom.edu for more information.

The Orca Food Pantry is open to all students who need food support. It is located in a cupboard in Syre, next to the Simpson intercultural center. Feel free to use the microwave and hot water dispenser downstairs. There is no sign-in and the pantry is always open. The orca food pantry is a partnership with the ASWCC, WCC faculty and staff, and the WCC foundation. Together we provide food support for students to stay in school and be successful.

WCC's AIM (Achieve, Imagine, Motivate!) program provides monthly student success coaching and individualized academic planning to students along with a designated AIM coach who will work with you until you graduate with your degree. AIM is grant-funded and was created specifically to serve students of color; students with limited income;

students with disabilities; students with math placements of 92, 94, 87, or 97; students with English placements of 94 or 95; and/or students whose parents did not graduate with a bachelor's degree. International and current Running Start students are not eligible and are encouraged to meet with their specific program advisors on a regular basis. To join AIM or learn more call 360.383.3143, email us at aim@whatcom.edu, visit our website at <http://www.whatcom.edu/AIM>, or stop by Laidlaw Center 116. We only have room for 500 students, so get in touch soon.

Veterans Services office, in Cascade 127, assists military veterans and eligible dependents in making a smooth transition from military life to that of a student (<http://whatcom.edu/student-services/veterans-services>). Veterans requiring assistance with admissions, program planning, DVA educational benefits, and career planning should make an appointment with the veterans services office at 360-383-3015. Contact the veterans services coordinator directly at jcorbitt@whatcom.edu.

College Emergency Closure: If the college closes due to inclement weather or any other unforeseen circumstances, you can find out by calling the college's main switchboard at 360-383-3000, consulting the WCC website (<http://www.whatcom.edu>), **signing up to receive Whatcom Alert messages** at your MyWCC page, or listening to one of the following radio stations: KPUG-1170, KAFE 104.1, or KGMI-790. Be advised: If the college is open, you should always base your decision on whether or not to attend class on what is safest/best for you.

Other WCC policies:

Inclusion: WCC is committed to maintaining an environment in which every member of the College community feels welcome to participate in the life of the College, free from harassment and discrimination. We welcome people of all races, ethnicity, national origins, religions, ages, genders, sexual orientations, marital status, veteran status, abilities, and disabilities. Toward that end, faculty, students and staff will treat one another with respect and dignity; promote a learning and working community that ensures social justice, understanding, civility and non-violence in a safe and supportive climate; and influence curriculum, teaching strategies, student services, and personnel practices that facilitate sensitivity and openness to diverse ideas, peoples and cultures in a creative, safe and collegial environment.

Non-discrimination policy: WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information, or age in its programs and activities.

Sexual Harassment: WCC's discrimination and harassment policy (policy 615) and the student rights and responsibilities policy (WAC 132U-125) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in academic advising and career services (Laidlaw 116, 360-383-3080) to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports.

Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the executive director for human resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360-383-3400.

Help reduce stigma and bias during Covid-19

Please remember diseases do not discriminate. Health risks associated with COVID-19 and other illness are not a direct correlation of race, ethnicity, living circumstances, or nationality. It is especially important now, more than ever, that we share accurate information and refrain from stereotypes. We are stronger as a community when we work to confront bias and fear-based assumptions and encourage a safe and healthy campus environment. Here's how you can help reduce stigma and bias:

- Rely on and share trusted sources of information about the causes of outbreaks from reputable sources like the Centers for Disease Control and Prevention, Washington State Department of Health, and Whatcom County
- Speak up if you hear, see, or read stigmatizing or harassing comments or misinformation
- Show compassion and support for individuals and communities most closely impacted and anyone who might be sick
- View this [coronavirus stigma fact sheet](#) from the Seattle & King County Public Health Department
- If you encounter, witness or suspect incidents of bias related to COVID-19, you are encouraged to file a report at whatcom.edu/incident.

History 128 Schedule*

*subject to minor changes

Week and Dates	Major Topics	Textbook Reading and Major Assignments
Week 1 Sept 22	Introductions, Course themes, Geography	
Week 2 Sept 28	The Industrial Revolution Revolutions and revolutionary ideologies	Read Ch 15 "Reordering the World, 1750-1850"
Week 3: Oct 5	Resistance to colonialism and capitalism	Read Ch 16 "Alternative Visions of the 19th Century" <i>Communist Manifesto</i> Excerpts
Week 4: Oct 12	Nation Building and Imperialism	Read 17 "Nations and Empires" 1850-1914" Quiz 1 due Oct 14
Week 5: Oct 19	Resistance to Imperialism Second Industrial Revolution Emerging Modernism	Read Ch 18: "An Unsettled World, 1890-1914"
Week 6: Oct 26	World War I Mass consumerism Depression Rise of Fasism and Authoritarianism Anti-colonialism	Read Ch 19 "Of Masses and Visions of the Modern, 1910-1939" Internet Source Evaluation Due Oct 28
Week 7: Nov 2	World War II	Read Part of Ch 20 "The Three-World Order" 1940-1975" p 933-941 Quiz 2 due Nov 4
Week 8: Nov 9 College closed Nov 11 (Veterans' Day)	The Cold War Decolonization Civil Rights and Human Rights	Read the rest of Ch 20
Week 9: Nov 16	End of the Cold War	Read Ch 21 "Globalization, 1970-2000"

	Globalization	Quiz 3 due Nov 18
Week 10: Nov 23 College closed: Nov 25-27 for Thanksgiving	Climate Change and Resource Access	Ch 21 continued
Week 11: Nov 30	Recent/current issues and challenges	Read Ch 22 "Epilogue, 2001-The Present"
Week 12: Dec 7	Final Quiz and Discussion	Quiz 4 due Dec 9