

## **3233 HIST& 128 World Civilizations III, A      Spring 2017 (Formerly HIST-113)**

Classroom: TBA

Class Hour: TBA

Credit: 5

Instructor: Dr. Yi Li

Contact Info: Office Hour: MTWThF 10:30-11:20; Office: Building F-1, Room 47, X5396  
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### **Catalog Description**

Development of human societies from 1750 to present, emphasizing on the rise of modern global society.

**Prerequisite:** Completion of ENGL-095 and READ-095 with a "C" or higher or assessment at college-level reading and writing.

### **Course Overview**

The past two decades witnessed a rapid expansion in our knowledge and understanding of the past human experiences, as new researches have revealed many new facets of history under the condition of increasing globalization. We will incorporate these new researches, new understandings and new perspectives in this course. First, the so-called world history is not simply a collection of the individual experience of different peoples in the world. Instead, the experience of one people inevitably bears the influences from another people, in one way or another and to one degree or another. Driven by multiple historical forces, dynamics, and movements, these different peoples interacted with one another and, consequently, changed the life of each other. **Second, while the dynamics in the Atlantic world played a major role in defining and shaping the making of the modern world, societies outside the West are not just passive recipients of the "Western impacts."** Instead, the traditions, politics, and social changes in non-Western world constantly and invariably contributed to the charting of the historical path of these societies. Based on this understanding, our class will emphasize on the cross-cultural interactions that transcends the boundaries between different regions, cultures, and societies. Among these interactions are for military conquests, trades, migrations, spread of ideas, and biological exchanges. Our class will center in historical processes, not individual societies. **Meanwhile, we will particularly address the historical processes that involved Asia, primarily East Asia but also Southeast Asia, areas important in demonstrating the interactions but the current textbook covers only slimly.**

The epoch from 1750 to the present time showcases how many human communities were brought increasingly close together. Jointly, two sets of revolutions were instrumental to this effect, one was the Industrial Revolution, and the other, revolutions in North America and France. Both of these revolutions originated in the Atlantic world, and subsequently spread across the world, bringing the many world societies together like never before. The effects of these

revolutions, economic modernization and building of nation-state, seem to have become the right and inevitable path of all societies.

There were resistances and continuous searches for alternatives, however, even from the early phase of modernization. These alternatives, especially exemplified in the experiences of East and Southeast Asia, challenged the idea that the path that the West followed was universal, and sought to achieve the goal of modernization without Westernization. This defiance to the West was weak when facing Western imperialism, but as empire-building continued, competitions among the developed nations led to conflicts, which climaxed in global wars.

The global wars in turn not only cast more reasonable doubt on the assumption that the Western path was right universally and inevitable, but also cut loose the world system where the West dominated, allowing alternative visions to grow strong and develop into movements and, sometimes, gain power. The two major alternatives to the Western path in the 20th century were conservatism on the right, and radicalism on the left. The challenge from the right first stole the show in the 1930s, when Western liberalism faced great difficulties that grew out of its own system. The extreme forms of this challenge, fascism, Nazism, and militarism, left behind a trail of devastation on the world. On the other hand, the challenge from the left, in the form of communist socialism that aimed at digging the grave for capitalism, began to loom big in the post-WWII era, resulting in the Cold War that lasted through the late 20th century. This three-way play, while centered in the Western world and left a bearing on global societies, was also enhanced, propelled, and complicated by the local dynamics released in the non-Western world, especially in East and Southeast Asia.

As the Cold War came to an abrupt end in 1991, the world entered a phase of great uncertainty. The triumphs of the West over Nazi Germany and Communist Soviet were costly; across the world the search for alternative paths continues, and old Western imperialism came to a dead end as countries in Asia and Africa gained independence. Meanwhile, new factors joined in to further tip the balance of power in the world: new technology, unprecedented growth and movements of population, pollution, new economic powers represented by Japan, the “four little tigers”, and subsequently China, jointly bring the worlds apart increasingly together.

### **Degree Learning Outcomes:**

<http://www.tacomacc.edu/abouttcc/missionvisionandstrategicplan/>

**Program Learning Outcomes Social Sciences:** Upon completion of the Social Sciences courses, students will be able to

- 1. Demonstrate knowledge of some major empirical findings of the social sciences.
- 2. Demonstrate an understanding of some of the concepts, theories, and methods used within the social sciences to understand human behavior/events.
- 3. Objectively identify some social variables that have shaped one's own point of view.

- 4. Engage with or accurately represent a point of view that is different from one's own.
- 5. Apply concepts and tools from the social sciences to explain or analyze a social phenomenon, process, event, conflict, or issue.
- 6. Evaluate the quality/credibility of information from various kinds of sources (academic, journalistic, popular media).
- 7. Present social science information according to appropriate academic standards.

### **Detailed Course Outcomes**

- 1. Understand the past experience of humankind as an interesting, interrelated, and integral whole. (COK, LWC, COM, CT)
- 2. Develop the ability to read, comprehend, and interpret history books. (COM, CT)
- 3. **Understand the factors, dynamics and forces that have influenced and affected the course of history.** (COK, LWC, COM, CT)
- 4. Characterize the different phases in history, identify the theme(s) in each of these phases, and explain the transitions between one phase and another. (COK, COM, CT)
- 5. Use history as a mirror by which to better understand the contemporary world. (LWC, COK, COM, CT)
- 6. **Develop appropriate sensitivity toward today's multiculturalism.** (LWC, CT)
- 7. Identify and describe significant characteristics of various cultures (COK, CRT, COM).
- 8. Summarize significant historical events and effects surrounding initial and sustained contact between different cultures (CRT, COM, COK).
- 9. **Describe and analyze the effects of government systems and policies towards the integration and separation of these cultures from the 18th through the present time.** (COK, CRT, COM).
- 10. Explore and assess issues related to contemporary multiculturalism in today's world, (COM, CRT, COK)

**Instructional Methods Used:** Class Discussion, Quiz, Research, Presentation, Exam

### **Textbook and Supplementary Material**

Bonnie G. Smith &, *Crossroads and Cultures: A History of the World's Peoples*. Vol. C. Boston: Bedford/St Martin's, 2012

### **Technology**

Access to a computer and connection to the Internet, Microsoft Word, available on campus in Information Commons, Library, and the Gig Harbor Center.

### **Assignment**

**Short Essays:** There will be seven (7) short essays, on the topic basis. The short essays are aimed at examining your understanding of the main themes and ideas in a given topic, which we

usually discuss in length in the class. The total points you earn in all these essays counts for 27% of your final course grade.

**Quiz:** There will be seven (7) quizzes. The quizzes are aimed at making sure that you do the reading in each chapter, which are the foundation for the class discussion. The total points you earn in all quizzes counts for 27% of your final course grade.

**Research Paper:** Students will write a research paper. You will choose a topic that interests you. As you follow the unfolding of the class discussion, you will gradually identify such a topic for yourself. You may choose just about anything within the scope of this class, that is, the world from 1750 to the present, the topic can be a person, an event, a treaty, an idea, a policy, a system, a war; a region, a society; or, you may choose a category to write about, such as trade, spread of culture, bio-exchanges, or conquest. Ultimately, I expect you, in your research, to address the theme of our class: how the worlds apart gradually came together, or whether or not they did at all.

I have set up a clear timeline for you to prepare and conduct your research. In the end of the sixth week, you will have to complete the topic-selection. Those who do so will earn one (1) point. In the end of the eighth week, you will turn in the thesis statement of your research, and an annotated bibliography. Those who do so will earn four (4) points. And, finally, the completed final draft of your paper can earn you as much as twelve (11) points. The total you may earn in the research is sixteen (16) points. See the class schedule for details on these deadlines.

**Presentation:** Students are required to give a presentation to the class on their research. Each student will have about ten (10) minutes of the class time to do the presentation. A combination of your participation, how well you are prepared and how well you demonstrate your point will determine the points you earn in the presentation. In addition, participation in the presentation is also taken into consideration. The max one may earn is ten (10) points.

**Final:** The final exam will be given online. There will be three (3) questions, from which you choose to answer two (2). The final question will be, very likely, a combination of several essay questions. The best way to prepare for your final exam is to review your quizzes every time. You can earn the rest of the 20% of your final course grade in the final.

The distribution of your course grade will be as follows:

Quiz	7	27%	Quizzes 1 & 2: 6 points each; Quizzes 3 to 7: 3 points each.
Short Essays	7	27%	Discs 1 & 2: 6 points each; Discs 3 to 7, 3 points each.
Research	1	16%	1 points on topic selection, 4 points on thesis statement and annotated bibliography 11 points on the completed paper
Presentation	1	10%	3 points on participation, 7 points on presentation
Final	1	20%	10 points on each of the two essay questions you answer.

**Total**                      **100%**

### **Evaluation Criteria & Grading Standards**

In accordance with the college's regulations, the grading system in this course will be standardized. The assessment of your outcome of learning will be based on the following four areas:

1. Understanding of the major historical events, concepts, and themes
2. Ability to critically analyze the course material
3. Concise articulation of your ideas

Your course work will be graded on a 0-100 scale. Every time you complete a test or a quiz, you are accumulating your final score. For example, you receive an 8 out of 10 in the first test, this means that you are given a chance to make 10% of the total final score of 100 but you score only 8%. In other words, you loss 2% of the total final score of 100, yet, you will still have chances to earn the remaining 90%. Your total earnings in quizzes, papers, and book report will be added up toward a sum, and whatever that sum is will be your final score in the 100 scale. In the end, the number grade will be converted to a letter grade to appear on your transcript. Below is the converting rate:

94-100	A	84-86	B	74-76	C	60-64	D	87-89	B+	77-79	C+	65-69
D+	90-93	A-	80-83	B-	70-73	C-		59 or less	E			

### **Academic Dishonesty**

Students at Tacoma Community College are expected to be honest and forthright in their educational endeavors. Cheating, plagiarism, fabrication and other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students.

The consequences of academic dishonesty may vary with the situation and the individual instructor. All instructors will include in the course syllabus a policy on, and sanctions for, academic dishonesty. If a student is guilty of, or admits to, academic dishonesty, an instructor may impose sanctions up to and including administrative withdrawal from the course and/or an 'E' grade for the course.

It is the official policy of Tacoma Community College that cheating, plagiarism, fabrication, and other forms of academic misconduct are grounds for disciplinary action under the Code of Students Rights and Responsibilities. A student accused of academic dishonesty may be reported to the appropriate college official for initiation of disciplinary proceedings which could result in disciplinary sanctions ranging from a warning to expulsion from the college.

Definitions of academic dishonesty and descriptions of the hearing and appeal processes are included in the Tacoma Community College Administrative Procedure for Academic Dishonesty, available in all administrative offices. Copies of the Code of Student Rights and Responsibilities are available in the office of the Vice President for Student Services in Bldg. 7.

### **Accommodations**

Students with special needs – all students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific auxiliary aids or services due to a disability, please contact the Access Services office in Building 18 (253 566-5328). They will require you to present formal, written documentation of your disability from an appropriate professional. When this step has been completed, arrangement will be made for you to receive reasonable auxiliary aids or services.

### **Tentative Course Calendar**

March 28	Class begins, Introduction	
1, March 29-April 8	Chapters 23 & 24	Online Quiz, Short essay
2, April 11 to 22	Chapters 25 & 26	Online Quiz, Short essay
3, April 25 to 28	Chapter 27	Online Quiz, short essay
4, April 29 to May 5	Chapter 28	Online Quiz, Short essay
5, May 6 to 11	Chapter 29	Online Quiz, Short essay
	<i>Selection of research topic due, May 6</i>	
6, May 12 to 17 (4 days)	Chapter 30	Online Quiz, Short essay
7, May 18 to 23 (4 days)	Chapter 31	Online Quiz, Short essay
	<i>Thesis &amp; Annotated Biblio due, May 20</i>	
8, May 24 to June 3	Presentation	
9, June 6	<i>Completed paper due, review</i>	
10, June 7	Final exam	

### **Classroom Policies**

All the TCC rules concerning attending class, absence, exams, incomplete, withdrawal, among other things, will be followed.

**Attendance** It is required that the enrolled students will participate in the discussions on time, and be attentive to all the online announcements.

**Late Work** Should any student is late in turning in course work, it is acceptable only when a written document is provided to prove that the work is late because of a situation beyond the student's control.

### **Etiquette for Classroom Dispute Resolution**

If you have questions or concerns about this class or me, please come talk with me about your concerns. If we are unable to resolve your concerns, you may talk next with the Chair of the Program, Liz Fortenbery, in Building F-2. The Chair can assist with information about additional steps, if needed.

**Caveats: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check for announcements made while you were absent.**

## A, Research Topic:

You may choose just about anything within the scope of this class, that is, the world from 1750 to the present, The topic can be a person, an event, a treaty, an idea, a policy, a system, a war; a region, a society; or, you may choose a category to write about, such as trade, spread of culture, bio-exchanges, or conquest. Ultimately, I expect you, in your research, to address the theme of our class: how the worlds apart gradually came together, or whether or not they did at all.

## B, Thesis Statement and Annotated Bibliography:

What is it? Here is some explanation and an example.

Thesis statement must be an idea, not just some fact. For example, it will NOT be considered acceptable if you simply put:

*“I will examine how **the Japanese defeated the Qing in the First Sino-Japanese War.**” (NO GOOD)*

Instead, you must say something like this:

*“**The Japanese were able to defeat the Qing in the First Sino-Japanese War because they were better prepared and organized, and had more advanced technology.**” (GOOD)*

In your annotated bibliography, you must have at least three (3) legitimate sources, either primary or secondary. By “legitimate” I mean that it needs to be some scholarly work with peer review, not just pulp fiction. For example, you can’t list something people say about the Spanish that you heard in the restaurant or internet chat room and build your conclusion on it. The preferred source is books in print by scholars and experts in the subject. Many of us are adept in taking advantage of the online sources, but be most careful on that, because many of these sources are not peer-reviewed. If you build your research entirely on the internet sources, be critical of what you read from there.

Please take note that the following sources are not considered legitimate for your research. Those who list in their bibliography any one of these below will be marked off:

1. Our textbook or any other history textbooks;
2. Encyclopedia, any kind
3. Wikipedia
4. Dictionary
5. “Askme.com” and anything similar to that

After you work out a bibliography, you must annotate it. By annotating, you must provide the complete publishing information of the source, and give a few words about what this source is about, and how it helps you construct your idea and draw your conclusion. Here is a fictional example of the annotated bibliography:

- 1, John A. Smith, *Alexander in Greece*. Cambridge: Harvard University Press, 2011.

This book covers the earlier part of Alexander’s career, and offers insights to the interactions between Alexander and his Greek neighbors, not only militarily but also politically and culturally. It reveals to me the many factors important in the rise to power of the first world conqueror, especially the Greek cultural influence on him.

You will need at least three of these.

**Note: All work that you submit in this class must be saved as word document. If you use alternative program, I may not be able to open it – in that case, it is your responsibility.**

### **C, Completed Paper**

Your completed paper should come in about 2,000 words, double-spaced, and error-free. Do follow all the rules that you learn in the English writing class.

Proper footnotes are required when you have incorporate ideas by other authors, especially when you have a direct quote and some statistics. The footnotes can go either in the end of the paper, so-called “end-note”, or at the foot of the page, or “footnote.” But again, make sure you are consistent.

In terms of style, choose one that you like and you know the best, just make sure that you stay consistent.

You have to turn in a hard copy of the completed paper, like the annotated bibliography and thesis statement. In principle, I don't accept digital copy.