

History 103 Online

History of the Modern World

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Bellevue College
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Canvas Site

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WELCOME--

History 103 is a college-level survey of global civilization from the French Revolution to the present. The course examines the major developments that have shaped world history since the end of the 18th century. These include the ideas of the French Revolution and their impact; the industrial revolution; major cultural and intellectual trends and responses to a changing world; economic history; gender history, the growth of modern ideologies, including Marxism, liberalism, nationalism, socialism, Nazism, Fascism, and the development of totalitarian government; military history, imperialism and decolonization; and the shifting balance of political power.

This course seeks to provide an understanding of the comparative features of modern civilizations, an appreciation of important personalities and events that shaped the contemporary world as well as an understanding of the impact of 19th and 20th century developments on the lives of ordinary men and women. The course should help

students understand the nature of the problems facing the contemporary world.

In this course, you will process many historical facts. Do not feel overwhelmed! History is absolutely do-able if you think strategically and read the assignments. Rather than getting overwhelmed by a myriad of seemingly unrelated details, think about larger concepts to help you keep track of the smaller details. Think about overall trends. File facts away according to what they mean for major trends. You are encouraged to put together your own interpretations of the facts. **TAKE NOTES WHILE YOU ARE READING--THIS WILL HELP!**

WATCH ALL VIDEOS THAT I POST. Most weeks, there will be short or long videos posted as part of the assignments. These videos will help you understand the information. They videos also help make the information more engaging.

COURSE REQUIREMENTS--

TEXTBOOK AND OTHER READINGS:

Hist.Of World Societies,V.2 Since 1450	
Author:	Mckay
ISBN:	9781457659959
Status:	Required

Dust Rose Like Smoke	
Author:	Gump
ISBN:	9780803270596
Status:	Required

Additional readings posted in the Modules

COURSE OUTCOMES

At the conclusion of this course, students will be able to:

1. Explain the significance of key people, facts, and events of the period under study, and develop standards to judge them from a historical-cultural perspective
2. Demonstrate the importance of traditions of thought and ethical values in historical change

3. Expand vocabulary

4. Evaluate historical arguments, judging the appropriateness of both logic and content

5. Adapt scholarly processes of analysis, interpretation, and synthesis to articulate their own points of view, demonstrating command of relevant facts and framework of logical deduction...

** Drawing inferences from data * Differentiating between facts, value judgments, and generalizations * Differentiating between description and explanation * Recognizing the role of cause and effect in historical analysis*

Successful students will understand how and why North America expanded physically and economically during the nineteenth century. They will become familiar with the some of the controversies and ideas that ushered in changes during the nineteenth century.

Successful students also will be able to distinguish between fact and fiction, understand logical argument, detect bias, and measure the difference between mere opinion and informed opinion. They will be able to organize and analyze data correctly and meaningfully. They will be able to provide a credible time line of events, and understand the relationships between cause and effect in history.

Students also will build competence in the written expression of ideas.

Major Topics and Themes:

1. The changing role of women
2. The impact of industrialization and Imperialism
4. The growth of major political movements: socialism, communism, liberalism, fascism
5. Philosophical and social responses to changing living conditions on various continents
6. Military history
7. Nationalism and the rise of the great powers

COURSE WORK

Each week, go to the "**Module**" page (accessible from the **Home Page**). The course will be available week at a time. The Module for that week will include an "Assignments" page. That page will have a list of things to do for that week. The Module will also contain videos that you should watch, lectures that you should listen to or view, and additional readings that you should complete.

The paper assignment will be located there, too. This 5-6-page paper (no fewer than 1,500 words) will be based on a topic of your choosing. Please e-mail me a topic by January 20 to obtain topic approval. The paper is due by 11:59 pm on March 5.

Similar to most college-level history courses, this is a writing-intensive course. Learning to clearly and effectively express ideas in writing is one of the most important skills

students can develop at college. Students should expect to complete a significant amount of writing in the form of weekly discussion posts, exams and a paper. This course will hone your ability to communicate ideas and facts clearly and accurately. Students are advised to take careful notes as they read the books and listen to the class lectures. All questions concerning lectures and text assignments are welcome. It is important for students to gain a reasonable geographical sense of places under discussion. Also, it is crucial that each student develop a chronology of events that will serve as a scaffold upon which to build arguments and interpretations of data.

Discussion Essays and Responses--

You will also find the Discussion assignments there. One central element of the course is the eight Discussion Essays and eight Discussion Responses you will write. You can write a discussion essay for ANY EIGHT of the eleven weeks. When you do these Discussion assignments, follow directions for the listed readings. Do not substitute your own choice of readings for the assigned ones. After doing the reading, choose one essay question to answer from the Discussion assignment. Submit your essay through the Discussion's "Posts" icon and not by email. Each essay should be at least 400 words in length. See the table below or consult the overall schedule in "Assignments" for the deadlines, which fall on Fridays and Sundays.

(For guidance on writing these Discussion Essays, see "**Writing Good Discussion Essays**" on the "Welcome to the Course" page, which is accessible on the Home Page.)

When you post a Discussion Response to the essay of another student, the response should be at least 100 words in length. (See the schedule below for due dates.) Find other students' essays through each Discussion assignment's **Post** icon. Your response should directly answer the argument or explanation of the essay you are addressing. You do not need to waste space congratulating the person on how much you liked the essay, but agree or disagree with what is in the essay (or someone's response on the thread). Express agreement or disagreement, and reasons for your view.

DURING THE TERM, YOU WILL POST EIGHT Discussion Essays of your own and EIGHT Discussion Responses to others' essays. You choose which weeks to write Essays and/or Responses. Essays are graded on a 25-point scale; responses are graded on a 5-point scale.

NOTE: There is no credit for posting more than one response during one Module or Discussion (one week). You may post several responses for one Discussion, but you will only receive credit for one of the responses any given week.

GRADING:

The following is a breakdown of the final grade by category:

Discussion essays and response: 25% of grade

Paper: 25% of grade

Midterm exam: 25% of grade

Final exam: 25% of grade

All items will be assigned percentage grades, whose average will be translated into a letter grade according to the following:

93-plus A	90-92% A-
87-89% B+	83-86% B
80-82% B-	77-79% C+
73-76% C	70-72% C-
67-69% D+	60-66% D

LATE WORK --

Students are expected to finish all assignments and exams on the assigned dates. However, I recognize that unusual situations sometimes arise that prevent timely completion of the coursework. Here are policies governing late work, including submissions of late work at the end of the term.

Policy #1: Normally, late discussion essays and late papers are accepted, but with a penalty of ten percent per day, up to a maximum of 50 percent. This can be avoided if you obtain permission for an extension in advance of the due date and have a compelling reason for that. Note: weekly essays are graded on a 25-point scale, so the late penalty amounts to 2.points per day day (up to a maximum of 12.5 points).

Policy #2: If a problem prevented you from taking the midterm exam or final exam, you will be allowed to take it another time before the end of the term, but with a 10% grade subtraction. This subtraction will be waived if you informed me of a conflict before the day of the exam and I agreed to reschedule it for you. It will be waived in case of an unforeseen valid emergency. It will be waived if the problem was the responsibility of myself or of Canvas, but not if it was with your computer or a scheduling problem.

(For guidance on writing these Discussion Essays, see "**Writing Good Discussion Essays**" on the Home Page)

Student Code of Conduct and Academic Integrity

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

Please note that the essays should be in your own words. If you copy sentences from the readings or from another source, this is plagiarism and you will receive a zero on the assignment. You could also receive a zero in the course. If you use portions of or entire sentences from a source, please place quotation marks around sentence(s) and cite the information.

Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination.

We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

Religious Holidays

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

College Anti-Discrimination Statement

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

Disability Resource Center (DRC)

The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc, please meet with your individual instructors to develop a safety plan within the first week of the quarter.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#) Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in B132 or you can call our reception desk at 425.564.2498. Deaf students can reach us by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit our website at [Disability Resource Center](#) for application information into our program and other helpful links.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a

variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.