

History 103 Fall 2023

Asynchronous online

History of Western Civilization: 1800-Present

CRN 25640 4 credits

Instructor: June Morris, MEd.

morrisju@linnbenton.edu

History 103 examines major political, social, and economic developments in Europe and North America from the time of Napoleon through the end of the Cold War. Students in this course will become familiar with the basic outline of Western Civilization from 1800 to the present, including Europe's global influence and the emergence of the US as a world leader. Students will gain an appreciation for the role Western societies have played in shaping the social and cultural world in which we live today. Students will gain experience analyzing documents and other artifacts from the past, fostering a greater understanding of what happened in the past.

Outcomes: Upon successful completion of this course, students will be able to:

- Articulate an understanding of key historical events from the Industrial Revolution through the modern era.
- Identify and investigate historical theses, evaluate information and its sources, and use appropriate reasoning to construct evidence-based arguments on historical issues.
- Construct a historical argument integrating both primary documents and secondary sources.

Required Textbook -- We will be using an Open Textbook. [You can download it from this address as a Google Document.](#) The title is: *Western Civilization: a concise history* (volume 3). I have also included several links to relevant and insightful websites with reading and videos.

This course is asynchronous. Sometimes this format can be a challenge, but I've structured this course so that there are many opportunities for you to interact with peers in meaningful ways, as well as for you to have dedicated time with me for your questions or clarification. And remember: you can always check in with me via zoom! Or, reach out via email: morrisju@linnbenton.edu

How to interact with your instructor and peers in this course:

- In addition to this syllabus, read the weekly overview each Sunday so that you are clear in what is expected of you each week. I remind you of due dates in each

weekly overview.

- Use the **Questions Forum** if anything ever seems unclear or confusing. This forum allows anyone to respond with the correct answer or clarification. I also check this forum each day.
- Read linked instructions for each assignment and look at the rubric. Rubrics are a checklist for you; they emphasize what the instructor is looking for in a strong example of student work.
- Make friends with a peer in this course! Reach out to someone in the first forum post (Week 1) who you recognize from a previous course, from your highschool days, or workplace. Having this kind of support is helpful.
- If you fall behind or are experiencing difficulty in keeping up with the assigned coursework, **please** reach out via email (morrisju@linnbenton.edu). If you prefer, we can communicate via email or arrange a 15-minute zoom call.

Resources beyond the classroom: Sometimes we need help. Please know that these resources are here for you as often as you need them.

- **The Linn-Benton Lunch Box** provides students with emergency food, up to twice per term
- **Roadrunner Resource Center** connects students with a variety of financial, food, and housing assistance programs
- **Transportation options** include free bus rides daily between Albany and Corvallis
- **LBCC Mental Health Crisis Line:** 541-917-4666
- **National Suicide Prevention LifeLine:** 988 (call, text, chat)
- Veteran Crisis Line: 1-800-273-8255 or text at 838255
- **CARDV** (Center Against Rape and Domestic Violence): 541-754-0110
- Visit the **Parenting Success Network website** for information about local parenting activities, a parenting tips blog, community resources, and a calendar of parenting classes and workshops being taught in our area. (The **website is also available in Spanish.**)
- Student families needing child care while they attend college may be eligible for a child care grant. Information on **child care grants.**

Accessibility: LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through Accessibility Resources and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with Accessibility Resource, please visit their website at www.linnbenton.edu/accessibilityresources for steps on how to apply for services. Online course accommodations may be different than those for face to face courses, so it is important that you make contact with Accessibility Resources as soon as possible.

Accommodations for Disabilities: Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability Services, 917-4789.

Grading – Final Grade Calculation looks like this:

- A = 90-100% Excellent Work
- B = 80-89% Good Work
- C = 70-79% Average Work
- D = 60-69% Poor Work
- F = 0-59% Failing Work

Other Course Information

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. ***You are required to use your LBCC provided email account for all email communications at the College.*** You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Statement of Inclusion

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different from their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce. Please read: [Equal Opportunity and Non-Discrimination Policy](#)

Academic Integrity

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others. LBCC students are responsible for understanding and abiding by the College's academic integrity policy.

Title IX Reporting Policy

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](#) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

Changes to the Syllabus

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail. I commit to not creating *more* work for you if the syllabus must be changed.

Due Dates and Late Work

Please review the descriptions for each assignment (above) and also note due dates on Moodle. Also, review the weekly introduction early each week. I recommend Sunday!

There is flexibility built into many assignments for this course to accommodate your work/life/school/family obligations. Please be aware that the weekly forum questions have a firm due date of Sunday (11:59 pm) of each week; the required Week 1 discussion has a firm due date of Sunday, October 1, 11:59 pm.

The first eight weeks of the term feature formative assessments (65 points total), which are practice for the final two summative assessments (65 points total). There is no weighting of assignments. Their value is determined by their frequency (formative, aka "practice") and the capacity for constructive feedback. Your two summative assessments occur in the final three weeks of the term when you are expected to demonstrate critical thinking about course content.

If you are experiencing consistent challenges and it is impacting your ability to keep up with this course, PLEASE REACH OUT! We can work out a plan for you to catch up.

Course Assignments

Assignments are categorized as "formative assessments," which means *practice* in thinking like a historian. These are low point value assignments that help you engage with and think critically about the content. There are two "summative assessments" near the end of the term. These assignments are worth a greater amount of points. These require you to think critically about course content from a broad, holistic perspective. They demonstrate your mastery of the course outcomes. The formative assessments – and the

feedback that you receive from me on this work – will prepare you for the two final assessments (summative).

- **Formative Assessment #1: Participation!** Participation is important for your success in an asynchronous course. There is one required and graded assignment in this category. The other two are optional but encouraged.
 - **Each week features an asynchronous recorded zoom introduction** to the week's topics. These are about 5-10 minutes. You must view each week's introduction (I take attendance – you must view sometime between Sunday (noon) and Tuesday (11:59pm). **1.5 points each week/15 points total.**
 - **Optional Q/A forum:** This is ungraded, but a valuable way for you to ask questions to your peers and the instructor. I encourage you to look here first when you have a question about specific details or need some clarification on a topic.
 - **Optional zoom group meeting with the instructor.** Please see the sign-up [form at this link](#). Each small group session will allow you to ask questions and seek clarification. There won't be more than six students in any small group session, so you can be certain your questions are answered. The zoom link is included on the sign up sheet. **This is optional and ungraded (but encouraged!).**
- **Formative Assessment #2: [Required Week 1 Discussion Forum](#).** This is required by the end of Week 1. Students who do not complete this first assignment will be dropped from the class. These are introductory questions that will help you "meet" your classmates and instructor, but also let me know that you are logged in and ready to participate in this asynchronous course! This assignment is due no later than **Sunday, October 1** (11:59 pm). **5 points**
- **Formative Assessment #3: In-depth look at a specific issue.** These assignments are meant to give you a deeper look at an overall theme present during a chapter. I expect you to cite sources used in this class (textbook, videos, primary sources, other readings). Use clear examples and provide analysis. Analysis means explaining why what you said matters and how this topic connects to other course material. As this is formal writing, I expect your writing to be free of spelling errors and with a minimum of grammatical errors. Length: no more than 2 pages (about 1,000 words). **There are two of these; 10 points each.** Please see Moodle for specific due dates. These are due at the end of the *following* week they are assigned.
- **Formative Assessment #4: Thoughtful response to at least 5 weekly forum questions between Weeks 2-10.** (There are eight opportunities; you must submit a response to 5 of them.) **Note:** these are *public* (to our class) so please be civil and respectful in your response and in discourse with others in class. I will post a question each week (between Weeks 2-10) that will help you focus on that

week's essential question.

- These responses can be a reaction to the question OR or a reaction to the response of one of your peers.
- **You can choose which weeks you post a response, but you must respond/react five *different* weeks.**
- These responses should be about 200 words and must incorporate and explain at least ONE specific detail and example from course materials, personal experience, or additional research.
- I enjoy reading your posts and reactions to each other's posts; expect to see my comments and insights, as well. This forum is meant to be a useful tool to help you make sense of each week's themes and key ideas.
- See Moodle for the due date; I have given you until Tuesday of the following week to post or respond to others.
- **5 points each/total of 25 points**

Summative Assessment #1: Imperialism and Colonialism in the Movies, an Analysis – 25 points

- [Choose ONE of these movies](#)
 - Cite sources within the body of the essay. No works cited page is necessary, unless you go beyond the supplied resources.
 - Analysis and context are necessary to demonstrate your understanding of this topic
 - I expect your writing to be free of spelling errors and with a minimum of grammatical errors.
 - Length: 2-4 pages READ COMPLETE INSTRUCTIONS HERE! [See instructions here.](#)
 - Due at the end of Week 9. See Moodle submission for specific date.
 - 25 points

Summative Assessment #2: Final Project. Choose a theme and ***develop an analysis*** of this theme with at least FIVE unique visual examples and at least TWO primary or secondary sources. These examples can be artistic representations (paintings, sculpture, photography, propaganda . . . anything visual!) or primary sources (not secondary sources!). Create a 300-500 word explanation for each example.

- Themes in History 103:
 - Poverty and Prosperity
 - Individualism and the Social Contract: how do we, as individuals, fit or reject social norms
 - Trust and Distrust
 - Change and the Status Quo (who creates a changing society?)
 - Leadership and Revolt

- Hidden life vs Public life
- Interaction between “the West” and the World
- Institutions of Power: the State, religion, education, and social norms
- Changing ideals of beauty
- Diverse Narratives
- You can suggest another theme, but you must ask and have it approved.
- Due no later than Friday, December 8, at NOON (this is the last day of Finals Week).
- 40 points

Weekly Agenda

Week 1: Intro

Make sure you check each week (typically on Sunday, but this week on Monday) for the Weekly Intro. I will post this as a video link and will outline key ideas as well as highlight what I am looking for in your discussion posts and assignments.

- You have some reading and a required forum post. This is due on Sunday, October 1, 11:59 pm. This is a firm due date as I must have evidence that you have looked over course material and plan to participate.
 - [Required Week 1 Discussion Forum](#)
 - [Read Chapter 1 \(begin at page 26 - “The Aftermath”\) and Chapter 3 \(through Socialism\)](#) of our open source textbook. **Note:** you can make a copy for yourself in order to highlight or annotate it as you need or want!
 - View [Art of Romanticism](#), art in the post-Napoleonic era. There was a longing to move away from the science and rationality-based art of the Enlightenment. Your final project is a visual depiction of a theme. This is a good start to thinking about how art impacts us.

Week 2: Modern Nationalism

- **Essential Questions:** What is Nationalism? How can it be both a unifying and divisive force? Where was Nationalism a significant factor in the 19th century?
- **Weekly forum question #1 (you have two choices!):**
 - Option 1: Is Nationalism a factor today? Many say it is. Identify a place – the US or elsewhere – where you can discuss where you see nationalistic themes at work. Use specific examples from Weeks 1

and 2. (This means you should think about the unification movements of Italy and Germany, as well as what was happening in Latin America.)

- Option 2: Identify an image from the [Art of Romanticism](#) slides from Week 1. Demonstrate your knowledge of Nationalism by connecting to a topic or theme in *this week's content*. (Don't just repeat what is included on the slides.)
- [Read Chapter 4](#)
- Read this page/section ([What is a Nation?](#) and Concept of a Nation -- just scroll down for that section). Keep scrolling on this web page and read section 2 also: [Varieties of Nationalism](#). This is dense reading, that's why the "Crash Course" video helps.
 - *Optional View:* [Crash Course in German and Italian Unification](#)
- View these short videos about Latin American independence movements during the 1800s.
 - [Simon Bolivar: American Liberator](#)
 - [Revolutions 101](#)

Week 3: Industrialization

- **Essential Questions:** What do you consider to have been the "driving force" or "forces" of the industrial revolution? How do you see developments building on each other during the period we discussed that eventually produced the industrial age? What were some of the social consequences of the industrial revolution?
- **Weekly Forum Question #2:** How are we experiencing the Industrial Revolution today? Are its consequences today as profound an impact on workers as it was 100-200 years ago? What advance in technology has had the greatest impact on YOU?
- [Read Chapter 2](#)
- View: [How the Industrial Revolution changed childhood](#) (6 minutes)
- View: [The Four Industrial Revolutions Explained In Under 4 Minutes!](#) (4 minutes)

Week 4: "Isms" and the Belle Epoque

- **Essential Questions:** What "isms" shaped the late 1800s? How do they build on each other and the key ideas of previous eras?
- **Weekly Forum Question #3:** [Listen to this brief NPR story](#) about the artist "Degas" and the Belle Epoque. In your post, comment on what you would define as a "beautiful era" -- what characteristics would it feature? Be mindful of the social, political, and economic factors of the time.
- [Read Chapters 3 and 5](#)

- *Optional:*
 - Listen to the Yale Open Lecture: [France after 1871](#) (part 1, until 7:47)
 - [Paris: Belle Epoque \(watch until 19:00\)](#); the last 12 minutes are recommended)
- **In-depth Assignment 1:** Define and connect two historic “isms” and explain how and why they depended on each other to be successful.
 - Industrialization, Impressionism, Social Darwinism, Socialism, Capitalism, Marxism, Romanticism, Nationalism, Liberalism, Conservatism.
 - About 150 words for each definition written in your own words.
 - About 300 words explaining how these two “isms” are related to each other.
 - Include at least one primary source as support as you demonstrate how these “isms” are connected.

Week 5: Imperialism, Post-Imperialism, and Neo-Imperialism

- **Essential Questions:** What does Imperialism mean? What defines a “post imperialism” world? How is “neo imperialism” both similar and different from imperialism of the preWWI world?
- **Weekly forum question #4:** Support or reject this statement: race/racism today is a legacy of the imperialistic and colonial world.
- [Read Chapter 6](#)
- View: [How America became a superpower](#) and [Colonialism: Then and Now](#) (indigenous colonialism/imperialism, in the US)
- *Optional:* If you have access to Prime or Apple for your viewing, I recommend [African Apocalypse](#); it’s a powerful look at the victims and legacy of colonialism/imperialism.
- **Movie review is available this week; due Week 9 (Sunday, 11:59 pm).** Please read the instructions (also posted on the Moodle submission). You must choose from one of the movies on this list. You should include evidence from Weeks 1 through at least Week 6.
- Answer these questions within your analysis.
 - Broadly, what does imperialism mean? What is colonialism?
 - When and where did this film take place? Please do not summarize the film; I am not asking you to do that.
 - How is imperialism and/or colonialism depicted specifically in this film? Identify at least 3 examples.
 - Who are the perpetrators of oppression in this film? Who are the victims? How can you determine who is who?

- Broadly, what is lost by cultures who are oppressed by imperialism? What is gained by imperial or colonizing countries?
- Specifically, in this film, what is gained and what is lost?
- Was there a revolution? Who resisted? What is important to know about a revolution or resistance movement?
- What is the legacy? Or is the conflict ongoing?
- Identify at least 2 examples of how this film's content/storyline relates to content covered in Weeks 1-5 in this course. Explain these examples.

Week 6: WWI

- **Essential Questions:** What were the causes and consequences of WWI? What significant events defined this war?
- **Weekly Forum Question #5:** How do civilians experience war? Can you connect the impact on civilians in this – the Great War – to a more modern conflict (choose conflict of the 20th/21st centuries but **NOT WWII**).
- Read: [Chapter 7 \(WWI\)](#)
- [Read/view: the Armenian genocide](#)
- [Listen](#): the long term impact of the 1918 Influenza (this is 28 minutes long; please listen to at least 10 minutes of it – it is compelling so don't be surprised if it catches your attention!)
- *Optional:*
 - [Warfare: listen from 22-45:00](#)
 - [Grief and mourning after the Great War \(45:00\)](#). This lecture *really* emphasizes the collective grief Europe experienced in WWI.

Week 7: Dictators of the 20th Century; dictators today

- **Essential Questions:** What events created an environment for the rise of several dictators in the last 100 years (or so)?
- **Weekly forum question #6:** Why have dictators **since the end of WWII** been able to gain the loyalty and support of their citizens? What resonates with people? Especially when their human rights ([defined by the United Nations](#)) are denied?
- [Read Chapters 8 and 9](#)
- **In-depth Assignment #2:** Choose one dictator – of WWII only – and complete the “anatomy” exercise
 - Supplemental [Readings](#) for WWII dictators. Read the ones relevant to the dictator you are analyzing.
 - [Instructions](#)
- If you have time, take a look at these **optional** resources.

- [Art of Nazi Germany \(Khan\)](#)
- [The role of Culture in Nazi Germany \(USHM\)](#)
- [Optional: Monuments Men and Nazi art](#)

Week 8: WWII

- **Note:** There is a lot of material this week. Yet, it is important material that will help you understand the complexity of WWII. I've given you a choice when possible.
- **Essential Questions:** What were the key events that defined WWII? It is easy to blame Nazi Germany, but where are the more nuanced and complex stories of WWII?
- **Weekly Forum Post #7:** A more nuanced look at WWII conveys a story of universal suffering. Why do we gain when we focus on the lesser told, individual stories of suffering?
- [Read: Chapters 10 and 11](#)
- Choose at least one of the following:
 - [Listen to first 10 minutes \(Jews in Vichy France\)](#)
 - [Catholic Church and the Holocaust](#)
 - View these notes: [Siege of Leningrad](#) (Slides are full of images, primary sources, videos, etc. – you can scroll through the images or engage with all the content. This is a fascinating story that sheds light on the mass starvation and death of nearly a million people.)
 - [African Americans Fought for Freedom at Home and Abroad during World War II](#)

Week 9: Reckoning with the post-war world

- **Essential Question:** What was the aftermath of WWII?
- **Weekly Forum Post #8:** Do you agree with the author's claim that Europe was a "savage continent" after WWII?
- [Read: Chapter 13](#)
- Read notes: [Savage Continent](#)
- **Remember:** Your movie analysis is due at the end of this week.

Week 10: The Cold War:

- **Essential Questions:** Why was this called a "Cold War"? When/why did it begin? When/why did it end?
- **Weekly Forum Post #9:** Who are the winners and losers of the Cold War?
- **Read:** [Chapters 12 and 14](#)
- **View:** The post Cold War world. [View at least two videos](#) from this webpage about the Cold War in Latin America.

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- *Optional:* check out the [Songs of the Berlin Wall/Cold War](#) links. You do not need to do the lessons on this website, but there are several interesting links!

Week 11: Final Project: Choose a theme and create a visual **and** text-based depiction of this theme with at least 5 unique visual examples and 2 secondary sources. All sources you include in this analysis of a theme must directly support the theme you have chosen. **This is your final exam.**

This can be a set of slides or a text-document (like a Google Document).

Choose a theme and **develop an analysis** of this theme with at least FIVE unique visual examples and at least TWO primary or secondary sources. These examples can be artistic representations (paintings, sculpture, photography, propaganda . . . anything visual!) or primary sources (not secondary sources!). Create a 300-500 word explanation for each example.

- Themes in History 103:
 - Poverty and Prosperity
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 - Institutions of Power: the State, religion, education, and social norms
 - Changing ideals of beauty
 - Diverse Narratives
 - You can suggest another theme, but you must ask and have it approved.
- **Due no later than Friday, December 8 at NOON.** You can submit this any time during Week 10 through this due date.
- 40 points