

Lane Community College  
Social Science Department  
4000 E. 30th Avenue  
Eugene, OR 97405

Main Campus CRN: 31548  
Cottage Grove CRN: 31665  
Florence CRN: 31634  
Winter Term 2009

## WORLD HISTORY - HST 105

### Telecourse Syllabus

**Instructor:** Jody Anderson  
**Office Phone:** 463-5697  
**E-mail:** andersonjl@lanecc.edu

**Office:** Center Bldg., Room 419B  
**Office Hours:** MWF 9-10am, TuTh 1-2pm, or by appt.  
**Website:** [lanecc.edu/distance/tele-fall.htm](http://lanecc.edu/distance/tele-fall.htm)

**Course Description:** World History is the story of peoples on a global stage. This course will look at the origin at the diffusion of civilizations in the pre-modern and early modern world including, Asia, Africa, Middle East, and Mediterranean, Europe and the Americas. Themes and topics will include world religions, and ideologies, empire building, colonization, exchanges of commodities, ideas and peoples. As a survey course it will use the global approach, which focuses on the big picture and looks at the convergence of peoples across the earth's surface into an integrated world system begun in early in times and continues to intensify. The course will consider the connections of select topics and concepts to the shaping of our present world. May be taken out of sequence.

**Course Objectives:** After successfully completing this course, students will be able to

1. identify important concepts, movements, individuals, and event in history through objective testing.
2. organize, synthesize, and communicate information from unit videos, visuals, text readings, and activities through subjective testing. (short answer or essay)
3. evaluate the role of place/environment in history through map questions.
4. demonstrate an understanding of the processes and diversity present in human history through objective and subjective testing.
5. develop analytical and interpretive skills, recognize the correlations between earlier ages and present time by reading primary sources, supporting/illustrating their interpretations in written format, and identifying the universals and diverseness in human experience over time.

**About this course:** The units, *Bridging World History*, that you will view and the textbook complement each other. The textbook follows a chronological sequence for the most part. It will help you keep things in place as far as sequence and time are concerned. You will read the chapters in the natural order they come in. The videos are organized in a more topical and thematic way. You will view the videos out of order and sometimes more than once. This is because there may be topics in a segment of a unit that relate to a given chapter. The unit videos will help you consider peoples, ideas, places, and systems giving you insights into relationships that shape our understanding of the world today. Together, the text and the video units will establish a spatial, thematic, and temporal grasp of peoples and cultures that make up world history, spanning thousands of years and the entire globe.

**Textbook:** The text is required and can be purchased in the LCC bookstore on the third floor of the Center Building.

*The WORLD a History* by Felipe Fernandez-Armesto, combined volume, Pearson Prentiss-Hall. 2007  
ISBN# 0-13-113499-X

**Course Credits:** 4 credits. Course meets the Associate of Arts Oregon Transfer Degree (AAOT) Social Science requirement. It also fulfills the Ethnic/Gender/Cultural Diversity (EGCD) requirement.



WEEK 6            **Read** Chapter 17 ---- The Ecological Revolution of the Sixteenth and Seventeenth Centuries

**View** Unit 15 ----- Early Global Economies

**View** Unit 16 ----- Food, Demographics, and Culture

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WEEK 7            **Read** Chapter 18 ---- Mental Revolutions: Religion and Science in the Sixteenth and Seventeenth Centuries

**View** Unit 5 ----- Early Belief Systems

**View** Unit 7 ----- The Spread of Religions

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**MIDTERM #2 will be available in the lab Thursday Feb. 19 through Tuesday Feb. 24**

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WEEK 8            **Read** Chapter 19 ----States and Societies: Political and Social Change in Sixteenth and Seventeenth Centuries

**View** Unit 14 ----- Land and Labor Relationships

**View** Unit 17 ----- Ideas Shape the World

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WEEK 9            **Read** Chapter 20 --- Driven by Growth: The Global Economy in the Eighteenth Century

**View** Unit 14 ----- Land and Labor Relationships

**View** Unit 16 ----- Food, Demographics, and Culture

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WEEK 10          **Read** Chapter 21 --- The Age of Global Interactions

**View** Unit 15 ----- Early Global Economies

**View** Unit17 ----- Ideas Shape the World

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**FINAL EXAM will be available in the lab Tuesday Mar. 10 through Tuesday, Mar. 17**

**Testing Lab Location and Hours:** Tests are to be taken in the Social Science Testing Lab, Room: CEN 456, LCC Main Campus.

**Hours:** Mon-Tues. 9am-7pm, Fri 9am-5pm. There may be Saturday hours and you will need to check on that. **Always verify the Lab hours as they may be subject to change due to funding.** ALLOW ENOUGH TIME TO COMPLETE THE EXAM BEFORE THE LAB CLOSES. This lab will open the third week of the term and **will close on Thursday of finals week at 5pm. No exams can be given on Friday of finals week.**

**Outreach Centers:** Exams may be taken at LCC Florence, 3149 Oak Street, (541) 997-8444 or at Cottage Grove, 1275 S. River Road, (541) 942-4202

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## In order to take the exam you must bring:

1. Your student ID or other photo ID
  2. Your L#
  3. The name of the course (World History HST 104)
  4. The name of the instructor (Jody Anderson)
  5. A copy of your expresslane schedule for the current term
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**Exams and Grading:** There are three required exams that must be taken within the week time frame noted above in the assignment and exam schedule. **There are no exceptions and no make-up exams.** The tests will include multiple choice and short answer identifications. Attached is the reading, viewing, and study guides for each exam. This information is also posted on the Distance Learning Website. Exams are equally weighted and are not comprehensive. Your final grade will be an average of all three-exam scores.

33% 1st midterm

33% 2nd midterm

34% final exam

To earn a grade (A,B,C,D,F) for this course you must complete at least two of the exams. If you complete less than that you will fail. To get an incomplete you must make prior arrangements with the instructor to discuss why and fill out paperwork determining a date when it will be completed. You must have completed 75% of the coursework to qualify for this option. I will mail your grades to you, or e-mail them if you e-mail me requesting them.

Students have different reasons for taking courses. Those taking an academic course toward a degree will probably want to take the course for a grade or on a pass/no pass option depending on their program. Students taking the course for general interest may want to audit or take it P/NP. **Whatever option you take, please note that the last date for all schedule changes is Friday, Feb. 27. If a student wishes to withdraw from a course, the student must initiate the withdrawal. Instructors cannot initiate any changes to grading options, to withdrawals or for dropping a course. No tuition refunds will be given if the student drops the course after Sunday, January, 13.**

**Disability Services Statement:** If you need support or assistance because of a disability, you may be eligible for academic accommodations. Contact Disability Services at (541) 463-5150, or TTY 463-3079, or stop by Bldg.1, Room 218.

**Some Final Words:** Telecourses can be rewarding for many students. But they also present a unique challenge in that they require **huge** amounts of self-discipline. Did I say HUGE? I meant **gargantuan!** It can be a challenge to integrate two media forms without the ongoing support of the classroom setting. Since the telecourse actually frees you from this setting it is easy to think that the course will somehow be easier. It is that very thing that makes them **MORE** difficult.

You have to exercise your self-discipline to stay on task with reading and viewing videos, taking notes and just simply thinking about, organizing, and analyzing the information so that it makes sense to you. Please email me, call, come by during office hours, or make an appointment to talk to me about any interests that are piqued by the subject matter, any questions about the information, any problems with the course that you are having. If you want to review with me before an exam, come by or call with your review sheet partially filled and we will go from there. I can give you pointers on studying. The biggest frustration for me in teaching a telecourse is not seeing and talking to the students. So you are always welcome to stop by. I hope you enjoy the course and that you do well.

## WORLD HISTORY - HST 105

### Reading and viewing guide for chapters 12, 13, and 14 and video units 1, 11, 12, 13. 1st Midterm Exam Study Guide

Exams will be multiple choice and short-answer/identifications. Study the following questions and terms from each chapter and video unit. Know the definition (who, what, where, when, how/why) and historical importance of the terms, people, and events, listed. Ask yourself why is this important? What changes resulted due to this event or this person's action or decision? How did the event, person, technology or philosophy impact and affect the time period? What is the legacy of a particular term? Always consider the questions regarding the chapter and videos. Think about them critically and analytically. They will help you understand the material more as well as make connections and comparisons between ideas, events, and peoples. **Questions for the exam will come from the study sheets.** Please e-mail or call me if you have questions.

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#### Chapter 12

Islamic world, Shiites, Sunnis, assassins  
Turkic people  
Crusades, Christian pilgrimages  
Saladin  
Fatimids  
Sufism  
Byzantium, government, diplomacy, Venice, arts  
Cardinal Humbert  
Ibn Khaldun  
Wang Anshi

the Steppeländers  
Karkhanids  
Crusader states/kingdoms  
Almoravids  
Ghana  
Basil II,  
Zoe, Theodora  
Tang dynasty  
Song dynasty- women, rulers, relations w/neighbors, art, economy

1. What kinds of threats to nomadic peoples pose for sedentary peoples?
2. Think about how the Islamic world coped with the coming of the Turkic peoples. How did the Tang and the Song cope with the invaders from the steppes? How did the Byzantine Empire cope with threats from neighbors?
3. What were the reasons for and what was the character of the crusading movement launched by Western Christendom? What was the legacy and outcome of these crusades?
4. What was the relationship between the Eastern and Western Christian Church?
5. Compare China and Western Europe in the ninth and tenth centuries.

#### Unit Video One

Winter Counts  
value and uses of maps  
idea of integration and difference

Chronology and Periodization  
concept of nation state  
Mercator maps

1. How do historians approach the study of world history? Discuss purpose of studying world history.
2. What are the geographical and chronological frameworks that world historians use?

## Unit Video Eleven

empire - meaning, organization  
Mali administration  
recursive bows  
Karakorum  
tributary empire - meaning of  
quipus

Pax Mongolia  
unification/organization of Mongol tribes  
Sahel  
Mongol siege of Beijing  
Inka warfare and administration  
Tupac Amaru

1. Why did empires rise and fall in different parts of the world throughout history?
2. What are some common features of empires? What are the conditions to create and maintain an empire?

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## Chapter Thirteen

khan, Genghis Khan  
Kubilai Khan  
Mongols of the Golden Horde  
William of Rubruck  
shamans  
Marco Polo  
Mongol conquest of China  
battle of Ain Jalut  
Sultanate of Delhi  
empiricism - Western science  
Sahel

Mongol communities, society, ideology, military, trade, extent of empire  
Ilkhan Empire  
Mamluk rulers  
yurt  
Silk Roads, Russia, Persia, China  
Roger Bacon  
Latin Christendom expansion  
technology and inventions  
information technology  
Franciscans

1. Think about the character of Mongol society and culture.
2. How did Mongols control the different regions they conquered? How were certain areas (Europe, Egypt, Japan, and India) able to stay out of the Mongol realm?
3. How did the Mongols come to play a unique and constructive role in the history of Eurasia? Why did nothing like it happen in Africa or the Americas?
4. What was the relationship between China and Persia?
5. What did the Western world think of the Mongols?

## Unit Video Twelve

Mongol invasion of Korea  
peoples of the Iberian Peninsula, Islamic influence  
Avicenna (Ibn Sina)  
"time binder"  
Bamana - initiation ceremonies

Sejong  
Cordoba  
*reconquista*  
Griots

1. What institutions and other methods work to preserve and transmit traditions? How does the role of technology play in the transmission of traditions?
  2. Recognize the role that the audience plays in the process of preserving traditions.
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## Chapter Fourteen

Ibn Battuta  
evidence of climate change  
Hohokam civilization  
Pope Clement VI  
Anti-Semitism  
Sultan Muhammad Ibn Tughluq  
Hayan Wuruk  
Ashikaga, shoguns, Godaigo  
King Sundiata, Mansa Musa,  
Catalan Atlas  
*Moais*  
Ozette

Little Ice Age, El Nino  
Great Drowning of 1362  
Bubonic, Black Death-symptoms, treatment, causes, reactions  
Flagellants  
revolutionary millenarianism  
Southeast Asia, Java, Japan  
Majapahit  
Hino Meishi  
Mali - description, economy  
Easter Island, resources,  
New Zealand-characteristics, resources  
Chan Chan-characteristics, foods

1. What were the moral, social/religious, and political effects of the plague on the regions and peoples where it struck?
2. How did the calamity affect areas that were on the boundaries of the plague zone? What was happening in societies that were completely isolated from regions affected by the plague?
3. How did climate change affect the history of the fourteenth century across Eurasia?
4. Who were "winners" and "losers" in the plagues years (other than immediate survivors and victims)?
5. Discuss some of the inherent difficulties in identifying disease that occurred in the past.
6. What sorts of evidence tell us about climate change in times past? How does using this evidence complicate the traditional job of the historian as interpreter of texts?

## Unit Video Thirteen

Meaning of "family" and "household"  
"filial piety"  
women in Chinese family  
role of marriage and adoption  
European homes

Confucius thoughts on family  
prescriptive and descriptive literature  
role of genealogy, family line  
dowry and bride wealth  
role of Roman Catholic Church

1. Discuss the kinds of evidence that historians use to recover family and household histories?
2. Think about the ways in which family and household structures vary across cultures and how they changed over time.
3. Compare and contrast the relationship between family/household and political order. How does the relationship between family/household reflect religious order?
4. Think about the roles and expectations for females and males within the family.
5. Why is it difficult to study the role of women? What were views about children in various societies?

**WORLD HISTORY - HST 105, Study Guide #2**  
**Reading and viewing guide for chapters 15, 16, 17, and 18,**  
**and video units 2, 5, 7, 10, 13, 15, and 16.**

Study the following terms and questions from each chapter and video unit. Know the definition (who, what, where, when, how/why) and historical importance of the terms, people, and, events listed. Follow directions for studying listed in the first guide. Please e-mail me or call if you have any questions.

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**Chapter 15**

monsoon, role of wind	zimbabwes
East Africa -Ethiopia, wealth, trade, religion	Great Zimbabwe
Kingdom of Kongo - role of the Portuguese/Europeans	Mwene Mutapa
West Africa - Mali, Songhay	Muhammad Touray Askia
American Empires	Machu Picchu
Codex Mendoza	Ecological imperialism
Inca's - economic security, rituals, politics	Aztec society - politics, rituals
Muscovy - source of wealth, successes	Ivan the Great
Timor the Lame - legacy	Ottoman Empire - advantages
Sultan Mehmet II	Janissaries
Muqaddimah	Zhu Yuanzhang
myth of Maitreya	Ming dynasty
Zheng He	European navigation technology
Christopher Columbus	European exploration - motivation/results
Renaissance	Humanism
Prince Henry	Chivalry
the Church of San Lorenzo - Brunellschi	nationalism

1. Know the characteristics of the empires that developed in sub-Saharan Africa during the 14th and 15th centuries. Be aware of similarities and differences between them.
2. What were characteristics of, commonalities, differences between Aztec and Inca empires? Why the fast rise and demise?
3. What caused the rise of the Ming dynasty in China? What were the reasons for and consequences of the voyages of Zheng He?
4. Explain the role of ecological imperialism in the success of large-scale state building in Mesoamerica and the Andes.
5. What strategies led to European success in exploring new routes in the Atlantic Ocean?
6. What effect does humanism have on European and Christian culture?
7. How did European leaders increase the power of the state? Role of nationalism?

**Unit Video Two**

1. How and why are history and memory contested by groups and individuals?
2. How has the interpretation of Christopher Columbus historical legacy changed?

## Unit Video Ten

1. Note the commodities that were transferred over water routes. How did trade of various commodities and ideas impact culture and politics of various regions?
2. How did various groups of people link together their trading partners i.e., The Vikings?
3. What is the importance and role of the monsoon season in sea trade?

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## Chapter 16

William of Orange

Mughal Empire - structure

Spanish conquest of natives - reason for rapid success, military technology of each

Dona Marina

Gulf Stream

capitalism, Max Weber

Netherlands, Goa, Dutch success

spice trade - other trade commodities

Bencon and Jan Con

Ottoman Empire - traditions, successes

King Phillip's War

Quakers in Pennsylvania

Russian westward expansion

role and impact of silver

Inca civil war, Aztec tribute system

joint-stock companies

Dutch East India Company

Pieter and Cornelia Cnoll

Japan - civil wars

Chinese - Qing dynasty

Suleiman the Magnificent

Pequot War

1. How was the imperialism of the Portuguese, Dutch, and Japanese different? What was important about those differences?
2. What was the character and function of the Land empires of Russia, Chinese and the Ottomans? How and why did they expand?
3. How was the relationship between Native Americans and the European settlers different in North America as compared with the Spanish and Portuguese in South America?
4. How did the Americas change Europe and its place in the global economy?

## Unit Video Thirteen

1. How does Islamic society protect the purity of the family genealogy? Impact of the Quran on family life and women?
2. Why and how did the Christian church exercise more control over the family lives of Christians in the 12th and 13th centuries? How did women's role in the family change after the Protestant Reformation?

## Unit Video Fifteen

tribute

Manila Galleon

Potosi Mine, city

Ming dynasty - fiscal policies

1. Who were the different types of groups and peoples involved in the first global trade?
2. Analyze the economic, demographic, and ecological forces that created the first truly global network of world trade in the 15th century.
3. What was Asia's, specifically China's role in the trade of the 16th century?

4. What were the Atlantic economy and the commodities? Describe a joint-stock company.
5. What was the affect of the slave trade on African political leaders?
6. How does one historian describe the year 1571?

### Chapter 17

Columbian Exchange - results of, plants, animals, microbes, agricultural products, peoples

Slave trade - who involved, why, results, plantation agriculture

immigration to New England - who involved how many, why, source of wealth

cultural results of coffee, chocolate and tea

King Alvaro of Kongo

Eurasia - diseases, new and old

New England colonies - "black gold"

Japanese colonization

Virginia - characteristics, land ownership/wealth

land reclamation - impact

Manchu - Qing dynasty

Spanish cities and colonies in America

Remezov Chronicle - Russian expansion

European land surveys - purpose

Brazil - Portuguese colonists

1. What are the differences and similarities between imperializing countries?
2. How did the interests of the Spanish and English crowns differ in their colonies?
3. How did the Columbian Exchange create ecological change around the world?
4. What were the hunting and agricultural practices of Northeastern Native Americans?
5. How did the power shift between steppelanders and settled peoples around the globe in the 16th and 17th centuries?
6. How did the Spanish and Portuguese colonies differ in the way they exploited the environments in their colonies in America?

### Unit Video Sixteen

Global culture

plantation agriculture - crops, effects

dangers that sailors faced

Columbian Exchange

"creole"

cacao bean, tobacco, sugar,

tea, opium

Jean-Jacque Rousseau - feelings on food

1. Why is the study of food important for historians and how does it inform history?
2. Think about how the introduction of new foods affects the local and regional environments. How does it affect social and cultural practices? Give examples.
3. How does the process of food production and consumption connect to globalization?
4. What was the effect of American foods on China?
5. How do uses of plants and foods change form culture to culture?

## Chapter 18

Spanish Inquisition - crimes investigated

Council of Trent

popular religion v formal religion

Martin Luther - beliefs/doctrines, methods, impact

Catholic Reformation

Caravaggio's "Supper at Emmaus"

Jesuits - methods in China, outcomes

confraternities - characteristics of Black Christianity

Sikhism - purpose, outcomes

Renaissance - characteristics in art

C. Columbus - description of native's

Copernican Universe

Francis Bacon

Isaac Newton

magic and science - purpose and function of each

bull fighting

Ignatius Loyola

vernacular

Reformation

Eastern Christianity- changes

Matteo Ricci

Dalai Lama - Tibet

millenarianism

Islam

Bartolome de Las Casas

Chinese science and technology

Nicolaus Copernicus

Rene Descartes

empirical method

1. How did Europe begin to move ahead of the rest of the world in scientific knowledge? What was the role of the advances in astronomy?
2. How were Europeans confronted with new ways of thinking about religion and what it means to be human?
3. Consider the long-term impact of Christianity in Asia and in Native American communities. What were methods of conversion and results?
4. Compare the religious reform movements of China and Japan. General trend?
5. Compare the role of syncretism in the conversion of new peoples to Christianity, Islam, and Buddhism.
6. Why did Islam slip in world predominance during the 17th century?

## Unit Videos Five and Seven

Think about the following questions, they will help you understand what you are reading in your text more completely.

1. What were the causes/reasons for early beliefs systems and philosophical or ethical traditions--especially Confucius and the Greeks?
2. What are similarities/differences in how Jews, Christians, and Muslims conceive God?
3. Think about the historical background of the basic concepts of the religions discussed.
4. Know the fundamentals of Christianity, Islam, Judaism, Buddhism, Hinduism, and Confucianism.

## WORLD HISTORY - HST 105

### Reading and viewing guide for chapters 19, 20, and 21 and video units 14, 15, 16, and 17. Final Exam Study Guide

The exam is multiple choice and short answer/identification. Study the following terms and questions from each chapter and video unit. Know the **definition**( who, what, where, when, how/why) and historical importance of the terms, people, and events listed. Ask yourself why is this term important. What changed because of this event or person? Are there any long-term implications or results? Answer the questions that are included in the study guide. I often write questions from those. As always, please contact me if you have any questions or concerns.

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#### Chapter 19

Treaty of Westphalia

Spain - strengths and weaknesses

"vertical" society

Puritans in New England

options for women in 16th and 17th centuries

Peter the Great - reforms, legacy

characteristics of Ottoman political life, decline, and the Sultans

China - products, success of Qing dynasty

Ottomans - system of government

reign of Zhende Emperor

Shoguns - control of daimyo

maroons - their communities

Dahomey

Niccolo Machiavelli - *The Prince*

Jean Bodin - philosophy

nuclear family

Cotton Mather

women in power

Topkapi Saray

Lu Liuliang

Mughals in India

Qizibash

Tokugawa period, samurai

creole, mestizo

slavery: business of, justification of

1. How were societies organized in the 16th and 17th centuries compared to modern societies? How were conceptions of the state in Europe during this time? Why were hopes dashed for European unity?
2. How and why were conceptions of family and society changing in the 16th and 17th centuries?
3. What new type of rule formed in China and Japan during the 17th century?
4. How did the Ottomans, the Mughals, and the Safavids rule their empires and what were the major differences between these states?
5. What new kinds of government and society developed in the New World? How did the African slave trade affect the development of society and government in the New world and in Africa?
6. Think about the "world the slaves made".

#### Unit Video Fourteen

Russian serfdom

Bartolome de Las Casas - arguments against slavery

middle passage

slave rebellion/resistance

1. How did conquest affect systems of land and labor? Trace how and why labor systems changed on a global scale after 1500.
2. What are some ways to classify unfree labor? Note the differences between them.
3. What was pre-industrial societies relationship between land and labor? Think about different systems of land and labor.

## Unit Video Seventeen

Mary Wollstonecraft - education

Toussaint L'ouverture - Saint Domingue, slave rebellion

Ibn Abdul Wahhab - education, message and impact

Simon Bolivar - ideas on government

Dan Fodio

1. Analyze what happens to ideas when people from diverse areas interpret them differently, according to their own cultural settings.
2. Compare and contrast the European Enlightenment and Islamic revitalization. Compare and contrast Benjamin Franklin, Simon Bolivar, and Ibn Abdul Wahhab.
3. What was the scientific and political philosophy of Benjamin Franklin?
4. What were the connections between the Enlightenment and revolutions in the Americas and in Europe?
5. What were some problems that were unique to the revolutions in the Americas?

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## Chapter Twenty

scurvy, cholera, smallpox, plague, inoculations

opium trade, porcelain

nature of Mughal rule in India

electricity, steampower, coal

Guangzhou - factories

David Ricardo - industrialization and wages

Pierre Poivre - crop diversification

concept of Neo Europes

Industrialization

decline of India's industries

British East India Co. in India

Benjamin Franklin

Chinese economy - decline of

"high level of equilibrium trap"

Tahiti - breadfruit, *Bounty*

Australia

1. What is an explanation for population growth in the 18th century? Which countries experienced that?
2. How did medicine play a role? How did disease change?
3. How did Europe catch up with the economies of Eurasia and start to pass them by the end of the century?
4. Know the scientific background leading to Europe's jump in productivity. How does Great Britain provide an example of this?
5. Think about the success, or not, of introducing new plants and animals into new places around the world.
6. How did Europe view their colonies - purpose of colonies according to the colonizing governments?

## Unit Video Sixteen

slavery and sugar

creolization

Chinese view of tea

maroons and their cuisine

food and slave resistance

value of potatoes

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## **Chapter Twenty-one**

Robert Clive

African Kingdom of Luandu

sexual alliances between slaves, between whites and blacks

Brother Junipero Serra

Spanish California and Texas

"creole mentality"

Revolutions in the Americas - origins of, reasons, issues, outcomes, and similarities

Tipu Sultan

slave resistance

the Sioux - society

Spanish missions and policies

Thomas Jefferson

Seven-Years War

1. How did the British East India Co. get control over India? How did the Dutch gain control over the East Indies?
2. What were the effects of the slave trade on Africans and the African states, especially in West Africa?
3. Why were China and other major empires (Burma, Thai, Persia, Ottomans, and Mughals) in decline by the end of the 18th century?
4. How and why did the different independence movements assert themselves in North and South America?
5. What was new or different about the various independence movements that arose in the Americas?

## **Unit Video Fifteen**

There are no specific questions or terms, just view to give some background and understanding to this chapter. See above for terms and questions to go with video 17.

World History - HST105  
 Bridging World History MV#2129  
 Lane Community College  
 Comcast ch. 23 & Charter Communications ch. 9  
 Winter Term 2009  
 30-minute programs

Monday	January	5	9:00 a.m.	Maps, Time and World History (Video Unit 1)
			9:30 a.m.	Early Empires (Video Unit 11)
Tuesday	January	6	9:00 p.m.	Repeat - Video Unit 1
			9:30 p.m.	Repeat - Video Unit 11
Friday	January	9	2:00 p.m.	Repeat - Video Unit 1
			2:30 p.m.	Repeat - Video Unit 11
Saturday	January	10	2:00 a.m.	Repeat - Video Unit 1
			2:30 a.m.	Repeat - Video Unit 11
Saturday	January	10	9:00 p.m.	Repeat - Video Unit 1
			9:30 p.m.	Repeat - Video Unit 11
Monday	January	12	9:00 a.m.	Early Empires (Video Unit 11)
			9:30 a.m.	Transmission of Traditions (Video Unit 12)
Tuesday	January	13	9:00 p.m.	Repeat - Video Unit 11
			9:30 p.m.	Repeat - Video Unit 12
Friday	January	16	2:00 p.m.	Repeat - Video Unit 11
			2:30 p.m.	Repeat - Video Unit 12
Saturday	January	17	2:00 a.m.	Repeat - Video Unit 11
			2:30 a.m.	Repeat - Video Unit 12
Saturday	January	17	9:00 p.m.	Repeat - Video Unit 11
			9:30 p.m.	Repeat - Video Unit 12
Monday	January	19	9:00 a.m.	Transmission of Traditions (Video Unit 12)
			9:30 a.m.	Family and Household (Video Unit 13)
Tuesday	January	20	9:00 p.m.	Repeat - Video Unit 12
			9:30 p.m.	Repeat - Video Unit 13
Friday	January	23	2:00 p.m.	Repeat - Video Unit 12
			2:30 p.m.	Repeat - Video Unit 13
Saturday	January	24	2:00 a.m.	Repeat - Video Unit 12
			2:30 a.m.	Repeat - Video Unit 13
Saturday	January	24	9:00 p.m.	Repeat - Video Unit 12
			9:30 p.m.	Repeat - Video Unit 13
Monday	January	26	9:00 a.m.	History and Memory (Video Unit 2)
			9:30 a.m.	Connections Across Water (Video Unit 10)
Tuesday	January	27	9:00 p.m.	Repeat - Video Unit 2
			9:30 p.m.	Repeat - Video Unit 10
Friday	January	30	2:00 p.m.	Repeat - Video Unit 2
			2:30 p.m.	Repeat - Video Unit 10
Saturday	January	31	2:00 a.m.	Repeat - Video Unit 2
			2:30 a.m.	Repeat - Video Unit 10
Saturday	January	31	9:00 p.m.	Repeat - Video Unit 2
			9:30 p.m.	Repeat - Video Unit 10

Monday	February	2	9:00 a.m.	Family and Household (Video Unit 13)
			9:30 a.m.	Early Global Economies (Video Unit 15)
Tuesday	February	3	9:00 p.m.	Repeat - Video Unit 13
			9:30 p.m.	Repeat - Video Unit 15
Friday	February	6	2:00 p.m.	Repeat - Video Unit 13
			2:30 p.m.	Repeat - Video Unit 15
Saturday	February	7	2:00 a.m.	Repeat - Video Unit 13
			2:30 a.m.	Repeat - Video Unit 15
Saturday	February	7	9:00 p.m.	Repeat - Video Unit 13
			9:30 p.m.	Repeat - Video Unit 15
Monday	February	9	9:00 a.m.	Early Global Economies (Video Unit 15)
			9:30 a.m.	Food, Demographics, and Culture (Video Unit 16)
Tuesday	February	10	9:00 p.m.	Repeat - Video Unit 15
			9:30 p.m.	Repeat - Video Unit 16
Friday	February	13	2:00 p.m.	Repeat - Video Unit 15
			2:30 p.m.	Repeat - Video Unit 16
Saturday	February	14	2:00 a.m.	Repeat - Video Unit 15
			2:30 a.m.	Repeat - Video Unit 16
Saturday	February	14	9:00 p.m.	Repeat - Video Unit 15
			9:30 p.m.	Repeat - Video Unit 16
Monday	February	16	9:00 a.m.	Early Belief Systems (Video Unit 5)
			9:30 a.m.	The Spread of Religions (Video Unit 7)
Tuesday	February	17	9:00 p.m.	Repeat - Video Unit 5
			9:30 p.m.	Repeat - Video Unit 7
Friday	February	20	2:00 p.m.	Repeat - Video Unit 5
			2:30 p.m.	Repeat - Video Unit 7
Saturday	February	21	2:00 a.m.	Repeat - Video Unit 5
			2:30 a.m.	Repeat - Video Unit 7
Saturday	February	21	9:00 p.m.	Repeat - Video Unit 5
			9:30 p.m.	Repeat - Video Unit 7
Monday	February	23	9:00 a.m.	Land and Labor Relationships (Video Unit 14)
			9:30 a.m.	Ideas Shape the World (Video Unit 17)
Tuesday	February	24	9:00 p.m.	Repeat - Video Unit 14
			9:30 p.m.	Repeat - Video Unit 17
Friday	February	27	2:00 p.m.	Repeat - Video Unit 14
			2:30 p.m.	Repeat - Video Unit 17
Saturday	March	28	2:00 a.m.	Repeat - Video Unit 14
			2:30 a.m.	Repeat - Video Unit 17
Saturday	March	28	9:00 p.m.	Repeat - Video Unit 14
			9:30 p.m.	Repeat - Video Unit 17

Monday	March	2	9:00 a.m.	Land and Labor Relationships (Video Unit 14)
			9:30 a.m.	Food, Demographics, and Culture (Video Unit 16)
Tuesday	March	3	9:00 p.m.	Repeat - Video Unit 14
			9:30 p.m.	Repeat - Video Unit 16
Friday	March	6	2:00 p.m.	Repeat - Video Unit 14
			2:30 p.m.	Repeat - Video Unit 16
Saturday	March	7	2:00 a.m.	Repeat - Video Unit 14
			2:30 a.m.	Repeat - Video Unit 16
Saturday	March	7	9:00 p.m.	Repeat - Video Unit 14
			9:30 p.m.	Repeat - Video Unit 16
Monday	March	9	9:00 a.m.	Early Global Economies (Video Unit 15)
			9:30 a.m.	Ideas Shape the World (Video Unit 17)
Tuesday	March	10	9:00 p.m.	Repeat - Video Unit 15
			9:30 p.m.	Repeat - Video Unit 17
Friday	March	13	2:00 p.m.	Repeat - Video Unit 15
			2:30 p.m.	Repeat - Video Unit 17
Saturday	March	14	2:00 a.m.	Repeat - Video Unit 15
			2:30 a.m.	Repeat - Video Unit 17
Saturday	March	14	9:00 p.m.	Repeat - Video Unit 15
			9:30 p.m.	Repeat - Video Unit 17

## Winter Term 2009 Details for Telecourse Students

### Important Dates

Last day to receive refund	Sunday, January 11, midnight
Martin Luther King Day, college closed	Monday, January 19
President's Day, college closed	Monday, February 16
Last day for schedule changes	Friday, February 27
Finals week	March 16-21

### Lane Community College's Administrative Withdrawal Policy For Telecourses:

Telecourse students must obtain the telecourse syllabus and complete a blue student information card before the end of the first week of the term. The instructor may withdraw students who fail to follow this procedure. Students unable to attend the telecourse orientation may purchase the syllabus and complete a blue student information card at the college Bookstore. It is every student's responsibility to use ExpressLane to drop any classes in which they do not want to be enrolled. Students should not assume that the instructor will withdraw them for not completing the blue card. Students are responsible for all charges for classes not dropped by the full refund deadline. **After SUNDAY, January 11, at midnight, no tuition or fees will be refunded. Students withdrawing from a course after the refund period is over will NOT receive a refund. It is the student's responsibility to officially drop.** For college policy regarding refunds, see Lane's website or the current Aspire Magazine. Students enrolling after the first week of classes must immediately obtain the syllabus and complete a student information card available for purchase in the Bookstore and contact the instructor.

### Distance Learning Department:

Distance Learning is located in the Workforce Training Building 19, room 253A, 463-5893. Telecourse students may call (541) 463-5319 with cable viewing discrepancies.

### Disability Resources Statement:

If you need support or assistance because of a disability, you may be eligible for academic accommodations. Contact Disability Resources at (541) 463-5150, or TTY 463-3079, or stop by Bldg.1, Room 218.

### Main Campus Bookstore Hours:

First week of classes beginning Mon., Jan. 5 through Sat., January 10: Mon. through Thurs., 8 am-7:30 pm; Fri., 8 am-4:30 pm.; Sat., 9 am-1 pm. Distance learning students may have books shipped by using VISA/ MasterCard. For details, call the LCC Bookstore, (541) 463-5676, or email [bollenbaughp@lanecc.edu](mailto:bollenbaughp@lanecc.edu) Last day to return books for full refund is Monday, January 12. Details for students using CreditLine may be found at: [lanecc.edu/bookstore/purchasing/charging.htm](http://lanecc.edu/bookstore/purchasing/charging.htm)

### Main Campus Library Services:

All telecourses may be viewed in the library on the main campus. In addition, videotape/DVD copies may be checked-out for 1 week. Lane's library is open Mon. through Thurs., 7:30 am–7 pm; Fri., 7:30 am–5:30 pm. Closed Sat. and Sun. For magazine articles, books, newspapers and other Internet resources visit the library home page at [www.lanecc.edu/library/](http://www.lanecc.edu/library/) Distance Learning students who wish to check videos, books etc., out of the main library will need to show a driver's license, passport, high school ID, Lane ID or any other type of legitimate photo ID.

### Internet and Computer Access:

Main Campus Student Computer Lab/Student Help Desk (SHeD), Bldg. 4, Room #201 Hours: Mon. through Thurs., 7:30am-7pm; Fri., 7:30am-6pm. Closed Saturdays and Sundays; closed 1/19 and 2/16. Laptop computers are available for 2-hour checkout in the Lane Library, 9:30 am – 3 pm (hours may change), and may be used anywhere inside the Library.

### Social Science Testing Lab:

The following telecourses may use the Social Science Testing Lab in Center 456 for testing. See your telecourse syllabus for testing details: FA255 - Understanding Movies, HE250 – Personal Health, HO100-Medical Terminology, HST105 – World History, HST202- History of the United States, PSY110-Exploring Psychology, PSY239 – Intro to Abnormal Psychology, and SOC204-Intro to Sociology. Check the website for operating hours: <https://teach.lanecc.edu/timmerst/>

### **Student Activity Fee, Photo ID and Transportation Fee Information:**

Students only enrolled in distance learning courses (no on-campus courses) are not charged the ASLCC Student Activity Fee. An LCC photo ID is not required to attend Lane. It is available to all currently registered students as an alternate form of photo identification. A card may be purchased at a cost of \$5 through Enrollment Services, Building 1 or the Downtown Center. Distance Learning students are not charged the \$22 transportation fee and are not eligible for an LTD Bus Pass. DL students are charged a \$5 transportation fee.

### **Proctored Exams With Off Campus Proctors:**

Proctored testing is an option available for students who live outside of the local Lane County area. For complete information, please go to: [www.lanec.edu/distance/testing.htm](http://www.lanec.edu/distance/testing.htm) (This does not apply to students enrolled at the Cottage Grove and Florence campuses.)

### **Grade Reports:**

Beginning on Wednesday following the end of the term, students can obtain unofficial transcripts with their grades from ExpressLane. Grade reports are not mailed. Official transcripts may be paid for and ordered through ExpressLane or at Enrollment Services on the main campus or by calling (541) 463-3100.

### **Students are requested to use these special MV numbers when requesting telecourse programs from the library.**

CG100 (A,B,C) - College Success: Mastering College Experience	MV#2114
CG140 - Career and Life Planning: Career Advantage	MV#2112
CG213 - Improving Parent/Child Relationships	MV#2121
ES102 - Contemporary Racial & Ethnic Issues: Dealing with Diversity	MV#2079
FA255 - Understanding Movies: American Cinema	MV#2088
GS142 – Earth Science: Earth Revealed	MV#2070
HE250 - Personal Health: The Human Condition	MV#2130
HO100 - Medical Terminology	MV#2110
HST105 - World History: Bridging World History	MV#2129
HST202 - History of the United States: Shaping America	MV#2131
HST202 - History of the United States: Transforming America	MV#2132
PSY110 - Exploring Psychology: Psychology-Human Experience	MV#2066
PSY239 – Introduction to Abnormal Psychology: World of Abnormal Psych	MV#2072
SOC205 – Social Stratification and Social Systems: Exploring Society	MV#2120