

HISTORY 151: WORLD CIVILIZATION I

3 credits

MW: 3:00–4:25 pm (CRN #62014)

MW: 7:15–8:40 pm (CRN #62277)

Palankila 214

INSTRUCTOR:	Malia Lau Kong
OFFICE:	Palankila 132
OFFICE HOURS:	M & W: 4:30–5:25 pm & 7:00–7:10 pm T & Th: 8:45–9:40 am Also by appointment
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EFFECTIVE DATE:	Fall 2009

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

HIST 151 is a survey course focusing on significant historical events and patterns of development in world civilizations from the pre-historic period to the 1500s. (3 hrs. lect)

WCC: FG

FOUNDATION REQUIREMENT AND HALLMARKS

HIST 151 fulfills 3 credits in Group A of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both an A.A. degree at WCC and a Bachelor's degree at UH Manoa. Consequently, it meets the following hallmarks of global and multicultural perspectives:

1. provide students with a large-scale analysis of human development and change over time.
2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania.)
3. offer a broad, integrated analysis of cultural, economic, political, scientific and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

STUDENT LEARNING OUTCOMES

The student learning outcomes (SLOs) for the course are:

1. Identify important individuals, places, organizations and concepts in pre-modern world history.
2. Arrange, in chronological order, significant events in world history.
3. Describe and analyze global processes from prehistory to 1500 C.E. (e.g human migration, ecological forces, spread of world religions, creation of empires.)
4. Explain cause and effect relationships in history.
5. Compare and contrast historical experiences across cultures and time.
6. Relate historical events to contemporary issues and events

COURSE TASKS

Welcome to the wonderful world of history—where we will make the past come to life as we explore the histories of the various peoples of the world in order to become better informed citizens and make our modern, global world more meaningful! As we look into the past, it may be helpful to view history as a movie—full of characters, with some playing significant roles and others playing supporting ones, drama, and significant events. Together, then, we will analyze this movie called history, highlighting the important individuals, concepts/ideas, places, societies, events, and all the drama that went along with this. As we explore the drama of the past, the class will focus on the **development of diverse cultures, similarities & differences** between these cultures, and the **connections & conflicts** that have arisen between these cultures.

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

- ✓ Take **2** exams. The purpose of these exams is to assess your critical thinking, reading comprehension, memorization, and writing skills regarding the material covered in class up to the moment of the exam.
 - The exam will have 2 parts:
 - The 1st part, which rewards memorization, will be objective and will require you to utilize your memorization skills. In other words, you will not be able to use any type of notes or readings for this part.
 - The 2nd part, which rewards resourcefulness, will be subjective and you will be allowed to use your Course Reader and any notes that you have (but no textbook use is allowed).
 - You will only be allowed to proceed to the 2nd part of the exam AFTER turning in the 1st part of the exam. You will NOT be allowed to revise the 1st part of the exam after getting the 2nd part of the exam.

- The midterm exam will cover Chapters 1–8 in the textbook and Lessons 1–9 in the Course Reader. The majority of the final exam will cover Chapters 9–16 in the textbook and Lessons 10–17 in the Course Reader. However, on the final exam you will also be asked 1 cumulative question that requires you to also utilize material from Chapters 1–8 and Lessons 1–9.
 - **Approximately 70% of the exam will cover material reviewed in class; the other 30% will come specifically from assigned textbook and Course Reader readings that may not have been reviewed in class.** Study guides will be given out prior to exams to help you focus your preparation.
 - The midterm exam will be worth 100 points total. The final exam will be worth 140 points total.
 - The exams require that you **manage your time well**. The class period is 85 minutes. You should plan on spending approximately 1/3 of that time on the 1st part of the exam and 2/3 of that time on the 2nd part of the exam. Once the 85 minutes are up, you will not be allowed any additional time to complete your exam. If you have a legitimate reason for requiring additional time when taking the exam, please see me, and you will be allowed to take your exam in the Testing Center (formerly known as the TLC). Note that for the final exam, you will have 110 minutes for the final exam, but the exam will have 1 additional question.
 - **Exams are to be taken when scheduled.** Make-up exams will only be given in cases of illness (with a doctor's note) or valid emergency. If you are unable to take the scheduled exam, I expect you or a family member to **immediately** contact me before or on the day of the scheduled exam. **No make-up exam will be scheduled without you contacting me in a timely manner.**
 - Note: *If you do not take the midterm exam when it is scheduled and do not have a legitimate reason for missing it, you will automatically fail the class. Thus, to prevent this from harming your GPA, you must drop the class before the last day to withdraw deadline.*
- ✓ Complete the History Encyclopedia Project. This project serves the purpose of assessing your ability to meet SLOs #1 & #6. You will receive a guideline for this project at a later date.
- A "blueprint" list of your project is required and will be turned in every time you turn in your notecards and also with your final project. This blueprint list is worth 5 points.
 - For the 1st part of this project, you will complete 10 notecards for homework that identify and explain the historical significance & relevance of a combination of 10 individuals, concepts/ideas, & places (with at least 2 notecards coming from each category & at least 1 notecard coming from each of the following Pre-Modern traditions: Mesopotamia, India, China, Greek, Persia, & Hawai'i). Each notecard category (individual, concept/idea, place) will have a set structure to follow. This part of the project is worth 30 points (3 points per notecard) and will be turned in periodically during the semester according to the class schedule.
 - For the 2nd part of this project, you will "assemble" a book or album (or something else entirely) of **5** of your 10 significant individuals, concepts/ideas, & places. To repeat, you will choose **ONLY 5** notecards to visually represent and elaborate on. In other words, you will be required to use these 5 notecards as the blueprints for creating 5 pages for your encyclopedia. Regardless of the format in which you choose to represent your 5 individuals, concepts/ideas, & places, you will still be responsible for identifying and explaining the historical significance & relevance of each in your final project. Neatness, creativity, and aesthetical appeal will count for a portion of this grade. Furthermore, you will also decide on a theme that ties all parts of your encyclopedia together and explain this theme in a 250-word analysis of your encyclopedia that will serve as the introduction to your encyclopedia. Each page is worth 9 points and the analysis is worth 20 points.

- Notecards are due according to the class schedule. No late notecards will be accepted without a NQA coupon attached to it. The final project is due on the last day of instruction, 12/9/2009, and if late, will lose 5 points per day in which it is late. We will discuss the exact format for this project in greater detail in class.
- ✓ Complete a variety of in-class activities. This includes focused free-writes, group assignments, learning logs, and completing worksheets in your Course Reader. These activities will rely heavily on you being prepared for class (i.e., having read the assigned readings). The purpose of these activities is to enable you to process, synthesize, and analyze the information that you read for homework (which then builds your critical thinking skills!). Sometimes I will collect your written work from class; sometimes I will not. When I collect your written work, sometimes I will give you written feedback, and at other times, I will just give you a checkmark indicating credit. Groups will typically consist of 3-4 members, and will be randomly assigned. Upon completion of group assignments, one member of the group will be expected to report back to the entire class. Some classes will involve large class discussions where everyone will be expected to contribute to the discussion. Be prepared to answer questions if called upon. Activities will be graded with a "+" (good) or "-" (needs work). Some activities will be graded on a group basis, at other times, on an individual basis. **Since all of these assignments require being present for class, you will NOT be able to make-up these assignments, regardless of reason, if class is missed. However, your first 3 absences will automatically be excused (meaning you do not lose any points for these days). On the other hand, any absences beyond these first 3 absences will NOT be excused, regardless of reason. Furthermore, for every 3 classes missed, your final grade is automatically lowered by 1 letter grade (unless you have a legitimate reason for doing so such as having the HINI virus which would require a doctor's note).**
- ✓ Complete an assessment activity at the beginning of the fall term, and again at the end of the term. The purpose of this survey is to measure the amount of learning that took place on both an individual level and a class level.
- ✓ Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone, not talking story with friends, not listening to music, and coming to class on time. This also includes not monopolizing class discussion with your own point-of-view and not being respectful of what your classmates have to say. Negative comments will **NOT** be tolerated.
- ✓ Take part in extra credit opportunities! Extra credit opportunities will arise over the course of the term so stay tuned! These opportunities will vary in points and will be graded based on how well the assignment was completed.

ASSESSMENT TASKS AND GRADING

*2 Exams (240 points total: 60% of final grade)

1. Midterm Exam = 100 points (25% of final grade)

2. Final Exam = 140 points (35% of final grade)

*The History Encyclopedia Project = 100 points (25% of final grade)

*In-Class Activities (incl. Assessment, Respect, Part.) = 60 points (15% of final grade)

= 400 points possible

****Everyone starts the class with an "A" (400 points)!***

What you do with your "A" is now up to you!

To keep your	You can't lose more than	Which means
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A	40 points	A = 360 points & above
B	80 points	B = 320 points & above
C	120 points	C = 280 points & above
D	140 points	D = 240 points & above

*(Hopefully, this will not happen, but if it turns out that more than 140 points is lost, an "F" for the class will result.)

*The "N" grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. The "N" grade is not given in circumstances in which you have NOT made consistent progress in the class &/or attended class regularly.

LEARNING RESOURCES

1. Edward H. Judge & John W. Langdon, *Connections: A World History, Volume 1, Customized for HIST 151 Edition*. ***This textbook is a customized textbook that is only available from the WCC bookstore.*** (Abbreviated as TXT in the Class Schedule)
2. Course Reader of Lessons, Primary & Secondary Sources, and Other Handouts for History 151: World Civilizations I (Effective Fall 2009 and Spring 2010). ***This course reader is only available from the WCC bookstore.*** (Abbreviated as CR in the Class Schedule)

****Note: In the event that you go to the bookstore and the textbook &/or Course Reader is out of stock, you must place an order with the bookstore so that they can get it for you. Do not leave without placing an order! If you find yourself in the situation of not having a textbook &/or Course Reader, you must make use of the reserve textbook copy and Course Reader copy that are available in the library for "library use only" in order to keep up with the required readings and homework assignments.***

METHOD OF INSTRUCTION

- ❖ This course was constructed using the *backward-design method*. The fundamental principle of backward design is finding out what the instructor wants the student to know, and *then* constructing the course around what it is that the student should know. From this point onward, the course becomes *assignment-centered* in which the focus of the course will be on you, the student, learning what you need to learn in order to do well on assignments & exams. You will learn this through a variety of methods, including textbook & primary source readings, Vin diagrams, free-writes, writing logs, small-group assignments, large group discussions, self-evaluation, peer & teacher feedback, video presentations, and mini-lectures.
- ❖ As the student, ask yourself if this is the right method of instruction for you. If you like learning by *doing*, then this class is for you (i.e., you are an **active learner**)! If you prefer a more *passive* learning style (i.e., you like lecture-oriented classes that just require you to take notes), then this class is *not* for you.
- ❖ Classes will be devoted to student-active teaching methods. One of the least effective ways of teaching is the lecture since studies have shown that after just 10 minutes of a lecture,

students become increasingly bored, confused, and restless. Thus, lectures will be kept to a maximum of 10 minutes, and the class will continually switch between group assignments and individual exercises. Furthermore, the class will **never** be merely a review of these assigned readings since any rational student would probably just attend class to learn the material. Thus, assigned readings and homework are expected to be completed **before** class since class activities will “build” upon them.

- ❖ The course will expect that you are able to independently read and comprehend the “facts” on your own. Again, class will never be a review of the “facts” that are learned by reading the textbook. Instead, class will be devoted to exercises that engage the brain at a higher cognitive level (i.e., application, analysis, evaluation, etc.). In other words, the “facts” that you learned on your own will then be analyzed through the questions of *why, how, and what’s the significance?*
- ❖ The course will be guided by the principle that it is better to cover the material in a **mile-deep** manner than a *mile-wide* one. In other words, rather than “covering” the material, we will **uncover** it!

RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. This class requires a lot of reading, writing, and thinking! Some days you will have A LOT of reading for homework so please plan accordingly. Furthermore, since we will move at an extremely fast pace, it is crucial for you to keep up with readings and homework assignments.
2. Faithfully attend class.
3. Always take notes! This includes anything that is written on the board, viewed on the overhead projector, and gleaned from videos.
4. Bring both your textbook AND course reader to class to every class. We will typically refer back to both your textbook and course reader during class. Also, these books will help you complete in-class assignments.
5. Ask questions if you don’t understand and definitely let me know if you are having any problems in the class.

***This class is designed to be accessible to ALL students. Thus, please take note of the following statement:**

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.

CLASS SCHEDULE*

*Note: Class schedule is subject to change. All changes will be announced in class.

DATE	ASSIGNMENTS DUE ON THIS DAY	REQUIRED TEXTBOOK (TXT) & COURSE READER (CR) PREPARATION READINGS FOR THIS DAY—READ PRIOR TO COMING TO CLASS!	CORRESPONDING CLASSROOM TOPICS & EVENTS ON THIS DAY
Week 1: M 9/7	NO SCHOOL: LABOR DAY HOLIDAY		
W 9/9			Welcome to History 151! Getting to Know the Class & One Another
F 9/11	Last day for 100% refund; last day to register		
Week 2: M 9/14		TXT: Chapter 1, pgs. 1–21	The Emergence of Human Societies
W 9/16		TXT: Chapter 2, pgs. 23–36, 46–51 CR: pgs. 4–11	Mesopotamia: Gods, Warrior-Kings, & Conquest
Week 3: M 9/21		TXT: Chapter 2, pgs. 36–45	Egypt: Gods That Walk the Earth
W 9/23	Notecard #1 & #2	TXT: Chapter 3, pgs. 54–66	India: Escaping the Wheel of Life
Sat 9/26	Last day to withdraw without "W" on transcript; 50% refund		
Week 4: M 9/28		TXT: Chapter 3, pgs. 66–78 CR: pgs. 29–40	India: The Mauryan Empire—Conquest, Peace, Salvation
W 9/30		TXT: Chapter 4, pgs. 80–94 CR: pg. 44	China: Heaven Mandates
Week 5: M 10/5		TXT: Chapter 4, pgs. 94–105 CR: pgs. 46–49	China: The Qin & Han Empires—War & Peace
W 10/7	Notecard #3 & #4	TXT: Chapter 5, pgs. 107–130 CR: pgs. 58–69	Voyaging Canoes in Oceania & Blood-Letting in Mesoamerica

Week 6:	M	10/12		TXT: Chapter 7, pgs. 156–164 CR: pgs. 78–85	Greece: Gods, Heroes, & Freedom
	W	10/14		TXT: Chapter 6, pgs. 133–154; Chapter 7, pg. 164 CR: pgs. 98–107, 112, 114–130	Persia: The Good God & The Wise King
Week 7:	M	10/19		TXT: Chapter 7, pgs. 164–180 CR: pgs. 92–93, 132–134	Clash of Civilizations: Greece vs. Persia
	W	10/21	Notecard #5 & #6	TXT: Chapter 8, pgs. 182–205 CR: pgs. 140–145, 147–153	Rome: Gods, War, Conquest, Peace
Week 8:	M	10/26			Review for Midterm Exam (Chapters 1–8; CR Lessons 1–9)
	W	10/28			MIDTERM EXAM
Week 9:	M	11/2		TXT: Chapter 9, pgs. 207–218 CR: pgs. 158–162, 164–168	Rome: Barbarians, Christians, & The End
	W	11/4		TXT: Chapter 9, pgs. 218–231 CR: pgs. 177–188, 191–194	Western Europe: The Barbarian Conversion—Popes, Warrior-Kings, & Holy War
	F	11/6	Last day to withdraw from class with “W” on transcript		
Week 10:	M	11/9		CR: pgs. 201–204	Western Christendom: Church vs. State
	W	11/11	NO SCHOOL: VETERAN’S DAY HOLIDAY		
Week 11:	M	11/16		TXT: Chapter 10, pgs. 234–255 CR: pgs. 213–219	And Rome Lives on! The Byzantine Empire
	W	11/18	Notecard #7 & #8	TXT: Chapter 11, pgs. 257–276 CR: pgs. 225–232	The Birth of Islam
Week 12:	M	11/23		TXT: Chapter 12, pgs. 278–297; Chapter 13, pgs. 299–321	The <i>Dar al-Islam</i> : God, War, Conquest, Peace
	W	11/25		TXT: Chapter 14, pgs.	China’s Mandate of

		323–351 CR: pgs. 236–243	Heaven; Japan: Rise of the Samurai
Week 13:	M 11/30	Notecard #9 & #10	TXT: Chapter 15, pgs. 354–380 CR: pgs. 249–250
	W 12/2		TXT: Chapter 16, pgs. 382–389 CR: pgs. 256–267
Week 14:	M 12/7		TXT: Chapter 16, pgs. 389–406 CR: pgs. 268–278
	W 12/9	The History Encyclopedia Project	Review for Final Exam (Chapters 9–16; CR Lessons 10–17)

FINAL EXAM SCHEDULED AS FOLLOWS:**7:15 CLASS: MONDAY, DEC. 14, 2009, 7:15–9:05 PM****3:00 CLASS: WEDNESDAY, DEC. 16, 2009, 3:00–4:50 PM****"NO QUESTIONS ASKED" COUPONS FOR HISTORY 151**

Life happens. Sometimes you just can't make it to class. If you need to miss class, do not let me know (unless it is on the day of an exam and you have a valid excuse). Or, perhaps you just forgot to do your homework or forgot your homework at home. No problem. Just attach one of these coupons to a late notecard. You have 3 coupons that allow you to turn 3 late notecards. After you have used all your coupons, that's it. Please do not ask for special consideration because it is NOT fair to all the other students in class who have been faithfully attending class and doing their work regardless of life happening. It would be wise to save your coupons for those "rainy days" because once you have used your 3 NQA coupons, your grade will be affected since there will be no more turning in late notecards **regardless of reason**. *If you save all 3 coupons, please turn them in on the last day of instruction for 5 points extra credit. This extra credit only applies to those who NEVER used a coupon.*

NQA Coupon #1 (No Questions Asked Coupon) Issued to _____ This coupon allows person named above to turn in <u>1</u> notecard late. Attach coupon to late notecard. Coupon is non-transferable and can't be sold. A maximum of 3 NQA coupons may be used per student. Expiration: last day of instruction	NQA Coupon #2 (No Questions Asked Coupon) Issued to _____ This coupon allows person named above to turn in <u>1</u> notecard late. Attach coupon to late notecard. Coupon is non-transferable and can't be sold. A maximum of 3 NQA coupons may be used per student. Expiration: last day of instruction
NQA Coupon #3 (No Questions Asked Coupon) Issued to _____ This coupon allows person named above to turn in <u>1</u> notecard late. Attach coupon to late notecard. Coupon is non-transferable and can't be sold. A maximum of 3 NQA coupons may be used per student. Expiration: last day of instruction	