

Holy History – Gods, War, and Peace HIST 151 & REL 150

6 credits

TuTh 9:45am-12:30pm (includes a 15-minute break)

INSTRUCTORS:	Sarah Hadmack	Malia Lau Kong	Sarah Hodell
OFFICES:	Palanakila 140	Palanakila 132	Akoakoa 212B
OFFICE HOURS:	MWF 10:30-11:20am TuTh 12:40-1:20pm	MW 4:30—5:25 pm, 7:00—7:10 pm TTh 8:45—9:40 am	T/R 3 – 4
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POSITION:	Religion Instructor	History Instructor	Counselor
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

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

REL 150

Introduction to the world's major religions: Primitive, Hinduism, Buddhism, Shinto, Confucianism, Taoism, Judaism, Christianity, and Islam. Field trips may be required outside class time. WCC: FG

Activities Required at Scheduled Times Other Than Class Times

If you receive a grade of C+ or lower on your first paper, you will be required to meet with us to discuss your writing skills before the next paper assignment is due.

Global Multicultural Perspectives Focus Hallmarks

HIST 151 fulfills 3 credits in Group A and REL 150 fulfills 3 credits in Group C 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) and using multiple perspectives.
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 for the learning community are:

1. Identify important individuals, places, organizations and concepts in pre-modern world history.
2. Identify the following elements or dimensions of world religions: origin, doctrines, ethics, sacred literature, important figures/founders, rituals, worship, and institutions for each of the world's major religious traditions.
3. Identify the similarities and differences between two or more religions on the basis of the aforementioned dimensions.
4. Describe and analyze global processes from prehistory to 1500 C.E. (e.g human migration, ecological forces, spread of world religions, creation of empires.)
5. Arrange, in chronological order, significant events in world history.
6. Explain cause and effect relationships in history.
7. Examine the relationship between religion and culture/society.
8. Compare and contrast historical experiences across cultures and time.
9. Relate historical events to contemporary issues and events
10. Question and think critically.
11. Examine the relationship between historical developments and religious ideologies in the world.

COURSE TASKS

The learning community will be centered on the following tasks, which serve as both learning and assessment tools.

- ✎ Take three (3) exams. Exams will be based on material covered in class and the course readings.
 - Exam 1 rewards collaborative learning since you will be allowed to work in groups while taking this exam.
 - Exam 2 rewards resourcefulness since you will be allowed a note card while taking this exam.
 - Exam 3 rewards memorization since you will **not** have the help of your peers or a note card on this exam.
 - To do your best on each of the exams, it helps to cultivate good listening, studying, and note-taking skills.

- 📄 Complete two (2) paper assignments that address topics in both history and religion. You will be provided with a writing guideline at a later date. Papers must be typed and a full page double-spaced.
- 📁 Complete a variety of in-class activities including think logs, card swaps, webbing, sentence stems, flashcard ‘quiz,’ movers and shakers, pair square, popcorn reading, role cards, role play, round table, silent Socratic dialogue, toss a ‘test,’ crossword puzzles, word searches, art symbolism identification, game shows, etc.
 - These assignments enhance your analysis, synthesis, and critical thinking skills. They also enable you to reflect on themes in class and comprehend the topics in a more sophisticated manner.
 - Groups will typically consist of 3-4 members, and will usually be randomly assigned. The instructor acknowledges that not all students feel comfortable performing in front of the class. You will not have to participate in all of the activities. For example, role-playing and popcorn reading calls on volunteers and is not a requirement in order to pass the class.
 - For some of these in-class activities you will receive detailed feedback. For other assignments you may only receive a check mark indicating full credit.
 - Since group assignments require being present for class, you will **not** be able to make-up these assignments, regardless of reason, if class is missed. On the other hand, if you have a coupon, you will be allowed to make-up think logs. It is also your responsibility to see me to get any make-up assignments.
 - Some of these assignments will be collected **randomly**. Keep all assignments in your pocket folder and bring it to every class.

ASSESSMENT TASKS AND GRADING

Grades will be based on the following:

-Three exams (20% each)	60%
-Two one-page papers.....	15%
-Class participation as measured by In Class Activities (w/ attendance).....	25%
	100%

Grades available:

A = 90% -100%

B = 80% -89%

C = 70% -79%

D = 60% -69%





F = 59% and below

N= The ‘N’ grade indicates that 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

LEARNING RESOURCES

Please bring these materials to every class:

- 📖 *Connections: A World History* by Edward Judge & John Langdon, Volume 1 Customized Edition (only available at WCC bookstore)

-  Course Reader for HIST 151 (only available at the WCC bookstore)
-  *Religions of the World 11th edition* by Lewis M. Hopfe & Mark R. Woodward
-  *The Student's Guide to the Study of World Religions 2nd edition* by Sarah Hadmack (only available at WCC bookstore or from Pearson Prentice Hall Publishers)
-  Folder for In-Class Activities

CLASS SCHEDULE*

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

DATE	CLASSROOM TOPICS AND ACTIVITIES	READINGS DUE ON THIS DAY	ASSIGNMENTS DUE ON THIS DAY AND EXAMS TO BE TAKEN ON THIS DAY
8/25 T	Welcome to the learning community! 1. Introduction to the course 2. Get to know one another		Please purchase your texts today if you haven't already.
8/27 R	1. Emergence of Human Societies 2. Common Features of World Religions 3. Introduction Overview Worksheet	Hopfe p.1-29 Judge p.1-21	
9/1 T	1. Mesopotamia: Gods, Warrior-Kings, & Conquest	Judge p.23-36, 46-51 Course Reader (CR) p. 6—11	
9/3 R	1. Egypt: Gods That Walk the Earth	Judge p.36-46	
9/8 T	1. India: The Early Civilizations 2. Vedic Religion 3. Early Hinduism	Hopfe p.72-top of 97 Judge p.54-66	
9/10 R	1. Hinduism 2. The Mauryan Empire: Conquest, Peace, Salvation	Hopfe p.97-121 Judge p.66-78 CR p. 29—40	
9/15 T	1. Jainism 2. Life and Teachings of Buddha Game show	Hopfe p.122-top of 144	3x5 Note card on the Life and Teachings of Buddha
9/17 R	1. Indian Buddhism 2. Review for Exam 1		
9/22 T			Exam 1 – Mesopotamia, Egypt, India, Hinduism, Jainism, Indian Buddhism
9/24 R	1. China's Mandate from Heaven: The Birth of the Middle Kingdom 2. Life and Teachings of Lao Tzu Game Show 3. Taoism	Hopfe p.176-192 Judge p.80-96 CR p. 44—49	3x5 Note card on the Life and Teachings of Lao Tzu
9/29 T	1. Heaven Mandates: The Han Dynasty 2. Confucianism 3. Persia: The Good God & The Wise King	Hopfe p.193-212 Judge p.96-105, 133-147 CR p. 100—107	
10/1 R	1. Zoroastrianism 2. Greece: Gods, Heroes, &	Hopfe p.228-252 Judge p.156-163	Paper I

	Freedom	CR p. 78—85, 92—93	
10/6 T	1. Clash of Civilizations: Greece vs. Persia	Judge p.147-154, 164-180 CR p. 112, 114— 134	
10/8 R	Excursion to the Honolulu Academy of Arts		Honolulu Academy of Arts Assignment
10/13 T	1. China After the Han Dynasty 2. Chinese and Japanese Buddhism	Hopfe p.144-162 Judge p.323-346 CR p. 236	
10/15 R	1. Shinto 2. Japan: Rise of the Samurai	Hopfe p.213-227 Judge p.347-351 CR p. 237—243	
10/20 T	1. Japan 2. Review for Exam 2		
10/22 R			Exam 2 – China, Taoism, Confucianism, Legalism, Asian Buddhism, Persia, Zoroastrianism, Greece, Japan, Shinto
10/27 T	1. Rome: Gods, War, Conquest, Peace	Judge p.182-205 CR p. 140—145, 147—153	
10/29 R	1. Judaism	Hopfe p.253-291	
11/3 T	1. Judaism 2. Life and Teachings of Jesus Christ Game Show 3. Early Christianity 4. Roman views of Christianity	Hopfe p.292-306	3x5 Note card on the Life and Teachings of Jesus Christ
11/5 R	1. The Roman Empire: Barbarians, Christians, & The End 2. Influential Christian leaders: Paul, Augustine, Aquinas, etc	Hopfe p.307-344 Judge p.207-218 CR p. 158—162, 164—168	
11/10 T	1. The Making of Western Europe: Popes, Warrior-Kings, & Holy War 2. Protestant Reformation, Catholic Counter Reformation	Judge p.218-231 CR p. 177—188, 191—194, 201— 204	
11/12 R	1. And Rome Lives On! The Byzantine Empire 2. Life and death of Muhammad	Hopfe p.345-366 Judge p.234-255 CR p. 213—219	
11/17 T	1. The <i>Dar al-Islam</i> : God, War, Conquest, Peace	Judge p.257-297 CR p. 225—232	
11/19 R	1. Islam	Hopfe p.367-381	
11/24 T	1. Sikhism 2. God's Will... Crusade vs. Jihad, Part I	Hopfe p.163-175 Judge p.382-406 CR p. 256—267	Paper II
11/26 R	NO SCHOOL – THANKSGIVING HOLIDAY		
12/1 T	1. God's Will... Crusade vs. Jihad, Part II 2. The Mongol Empires: War, Conquest, Peace	Judge p.354-380 CR p. 249—250, 268—278	
12/3 R	1. Native Religions – Hawaii	Hopfe p.30-50	

	2. New Worlds: Voyaging Canoes in Oceania & Blood-Letting in Mesoamerica	Judge p.107-130 CR p. 58—70	
12/8 T	Excursion to the Bishop Museum		
12/10 R	1. Review for Exam 3		
12/15 T			Exam 3 – Rome, Judaism, Christianity, Making of Europe, Byzantium, Islam, Sikhism, Crusades, Mongols, Hawaii, Mayans

ADDITIONAL INFORMATION

Attendance Policy:

Students are expected to attend all classes, arrive on time, and remain for the entire class period. Students who miss class are responsible for material covered in their absence. Consult with peers or the instructor to make up missed work. For every three classes missed, the final grade is lowered by one letter grade.

Make-up Policy:

Make-up assignments are only allowed if you use a NQA coupon. Students are provided with **three ‘No Questions Asked’ coupons** that enable them to turn in a written assignment, make up in class activities, or make up an exam **up to two weeks past the due date**. Without the NQA coupon, late work will not be accepted. Coupons may not be shared or replicated.

Academic Honesty:

Students are expected to act with personal integrity, to respect other students’ opinions and property, and to help create an academic environment in which discussion is encouraged. Students are expected not to engage or tolerate acts of plagiarism, cheating, copying, fabrication of citations, or other acts of academic dishonesty. Students charged with academic dishonesty face serious consequences that range from an F grade for the assignment to a Fail grade for the course.

Extra Credit:

Extra credit can be earned by writing a two-page double spaced reaction paper to a class lecture, class discussion, by attending a religious event, watching a movie that centers on history or religion, or reading an article or book on history or religion. No more than one paper can be on a class lecture or discussion. Students may write up to **five extra credit papers**. Each paper is worth 2% of the final grade. All papers must be **two full, typed pages**. No more than two extra credit papers per student will be accepted during the last two weeks of classes. All extra credit must be received by December 1, 2009.

Cell Phones:

Kindly do not answer phone calls, text message, or play games on your cell phone during class. The instructor urges you to turn off your cell phone during class. The consequence for cell phone use is _____ (students will vote on a policy during the first week of classes).

Disabilities Accommodation:

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.

RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. Keep up with the readings! The readings help reinforce the material. By doing the readings before class, you will feel better prepared, will easily follow along with the notes, and overall will have a more enriching educational experience. You will also be well prepared for the exams and papers after having completed the readings.
2. Mark up your textbook and course reader. Highlight key points and ideas. Whenever you are confused or have a question, write a 'Q' next to the sentence in the textbook. (Or if you would like to return your textbook at the end of the semester, keep a separate journal of notes from your readings.)
3. Always take notes in class. Copy down everything that we have on the PowerPoint slides, KeyNote slides, and the board. Very few of us have a photographic memory ;)
4. Ask questions if you don't understand. Tell us to slow down if we are going too fast. Let us know if you're having any problems. We are here to help you ☺ Let us know how we can make this the best educational experience for you!