University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
     - Regular or Experimental or Other (click and type to specify)
   - B. Deletion
   - C. Modification: in credits, in title, in number or alpha, in prerequisites or co-requisites, Other (click to specify)

2. New Alpha, Number and Title
   - HIST 231: Modern European Civilization I

3. Credits
   - 3 credits

4. Old Alpha, Number and Title

5. Credits

6. New Catalog Description
   - HIST 231 is a survey of European history from 1500 to 1800. Focus is given to the political evolution and the major economic, social, and cultural development of European States.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or
   - Recommended Preparation
   - Prerequisites: ENG 100
   - Recommended Prep: HIST 151 & 152

8. Student Contact Hours Per Week
   - Lecture 3
   - Lecture/Lab
   - Lab
   - Other (click to specify)

9. Proposed Date of First Offering
   - Semester Fall
   - Year 2008

10. This course ☑ is proposed for the Liberal Arts Program Program. ☑ can fulfill AH: Hist.Culture If Other, specify

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>HIST 231: European Civilization 1500-1800 *</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>KapiolaniCC</td>
<td>HIST 231: Modern European Civilization I *</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>LeewardCC</td>
<td>HIST 231: Modern European Civilization I *</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>HonoluluCC</td>
<td>HIST 231: Modern European History *</td>
<td>*</td>
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</table>

13. This course is (check one and click in appropriate textbox and provide details):
   - ☑ Already articulated with
     - Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:
   - ☑ Appropriate for Articulation with HIST 231
     - Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:
     - Desired articulation with HIST 231 offered at UH Manoa, KapiolaniCC, LeewardCC, HonoluluCC.
   - ☑ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   - HIST 231 would help to fulfill several goals of the division and college. First, the course would help to promote an understanding & appreciation of other cultures, thereby supporting Windward's core value of providing its students with a global perspective to learning. Secondly, the course would increase the number of 200-level courses that Windward currently offers. While the course would provide our students with more educational opportunities, it would also improve articulation of courses with other campuses in the University of Hawaii's system. Furthermore, many students have expressed interest in developing their knowledge of the western world in further detail. HIST 231 would then not only allow students to explore their interest in European history, but also support the enriching of our students' appreciation for the arts and cultures of the international community.

Requested by:  

Approved by:  

CCCMM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

Dean of Instruction: [Signature]
Date: 3/4/08

Provost: [Signature]
Chancellor: [Signature]
Date: [Blank]

CCCM #6100 (Amended for WCC use October 2002)
## Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title: HIST 231: Modern European Civilization I

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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</tbody>
</table>

1. **Department Area** (more than one departmental instructor's signature required)

   - John Doe
   - Jane Smith

   Dates: 2/7/08, 2/7/08, 2/7/08

2. **Department**

   - Steven K. Feldman
   - Department Chairperson

   Dates: 11/06/08

   Was this course discussed in a department meeting? □ Yes □ No

3. **Division**

   - Margaret C. Cobey

   Dates: 2/11/08

4. **Curriculum Committee Review**

   - Approved ☑
   - Disapproved □

   Reason:

   - Jean Shibuya
   - Curriculum Committee Chairperson

   Dates: 2/21/08

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CCCMM #6100 (Amended for WCC use October 2002)
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

HIST 231 would help to fulfill several goals of the division and college. First, the course would help to promote an understanding & appreciation of other cultures, thereby supporting Windward’s core value of providing its students with a global perspective to learning. Secondly, the course would increase the number of 200-level courses that Windward currently offers. While the course would provide our students with more educational opportunities, it would also improve articulation of courses with other campuses in the University of Hawai’i system. Furthermore, many students have expressed interest in developing their knowledge of the western world in further detail. HIST 231 would then not only allow students to explore their interest in European history, but also support the enriching of our students’ appreciation for the arts and cultures of the international community.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

There would be no additional costs in order to offer this course. A current History Instructor will teach the course.

3. Is a similar course taught elsewhere in the UH system? * If yes, provide details of how this course differs from existing similar courses.

Yes, a similar course is offered at UH-Manoa, Leeward Community College, Honolulu Community College, and Kapiolani Community College. This class may be offered at writing intensive.

4. Is this course experimental and/or unique to Windward Community College? * If yes, provide rationale and details of its impact on the College Curriculum

No.

5. Is a similar course taught in the upper division level by a 4-year UH college? * If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

Yes, a similar course is offered at UH-West Oahu. However, this course offered at UH-West Oahu is primarily a discussion course that selectively concentrates on critical issues in Western thought. The proposed course, on the other hand, would concentrate on a broader analysis of modern European history and will not be as focused as the upper division course.

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number HIST 231

Submitted by  Humanities Department

Date February 4, 2008

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course any related baccalaureate program area.

A counterpart HIST 231: European Civilization course is offered at UH-Manoa. This is an appropriate History course to fulfill a DH requirement. It will also help eventual History majors that specialize in European history by providing them with a broad survey of European history.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

Yes, a similar course is offered at the University of Southern California as HIST 103: The Emergence of Modern Europe (Political, intellectual, and cultural developments in Europe, 1300–1815. Renaissance and Reformation; absolute monarchy, scientific changes, and Enlightenment; French Revolution and Napoleon).

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College DATE SUBMITTED: February 4, 2008

COURSE ALPHA & NUMBER: HIST 231 SEMESTER CREDITS: 3

COURSE TITLE: Modern European Civilization I

DATE OF OUTLINE: February 4, 2008 Year 2008

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   - Written Communication [ ]
   - Mathematical & Logical Thinking [ ]
   - World Civilizations [ ]
   - Languages [ ]
   - Arts & Humanities [X]
   - Natural Science [ ]
   - Social Science [ ]

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>UH Manoa</td>
<td>HIST 231</td>
<td>DH</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Hawaii CC</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Honolulu CC</td>
<td>HIST 231</td>
<td>DH</td>
</tr>
<tr>
<td>Kapiolani CC</td>
<td>HIST 231</td>
<td>DH, AH</td>
</tr>
<tr>
<td>Kauai CC</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Leeward CC</td>
<td>HIST 231</td>
<td>DH</td>
</tr>
<tr>
<td>Maui CC</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Windward CC</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

Typed Name or Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COMMITTEE LEVEL:

1. When the committee has completed its review of a course, the “ARTICULATION RECOMMENDATION FORM” (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is “accept,” indicate receiving campus core area. If the committee choice is “not recommended,” a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course’s supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

RECEIVING CAMPUS:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even it is “we agree with the committee”).

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
“History is indeed little more than the register of crimes, follies, and misfortunes of mankind.”
---Edward Gibbon, 18th century Historian

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.

PROPOSED CATALOG DESCRIPTION

HIST 231 is a survey of modern European history from 1500 to 1800. Focus is given to the political evolution and the major economic, social, and cultural development of European states. 3 credits. Hist. 231 will fulfill half of the 6 credit Diversification requirement in the Arts, Humanities, & Literature Group (DH).

PROPOSED STUDENT LEARNING OUTCOMES

At completion of this course, you should be able to:

1. Identify important individuals, events, places, organizations and concepts in modern European history.

2. Arrange, in chronological order, significant events in modern European history.

3. Describe and analyze the processes that both allowed Europe to transform into a modern state and play a dominant role in the world (e.g., overseas exploration, trade, colonialism, capitalism, imperialism, etc.).

4. Explain cause and effect relationships in history.

5. Relate historical events to contemporary issues and events.

“History is the version of past events that people have decided to agree on.”
---Napoleon Bonaparte
Welcome to the wonderful world of modern European history—where we will make the past come to life as we discover how Europe (the “West”) came to dominate the world in which we live! The class will be focused around how Europe transformed into a modern society and the effects that this transformation had in the global world. In order to explore and analyze this transition, you will be asked to continually perform the job of historian. You will thus form your own interpretations about this transformation and be asked to support these interpretations with evidence as you complete formal and informal writing assignments. In other words, by studying history, you will learn how to form an opinion, express it in writing, and support it with evidence (the facts that you gather from primary sources)—invaluable skills that are essential for both career success and for your development into a culturally aware & contributing citizen of our global world.

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.

1. Write 1 5-7 page typed research paper on the topic of your choosing and present it to the class. This research paper will require you to perform the job of a historian by researching your topic, forming an argument, and supporting it with evidence from your research. You will also be required to cite evidence from multiple primary sources and to both footnote these sources and include an annotated bibliography in your paper. A first draft is required and is worth 10 points. The paper is worth a total of 60 points and the 10-minute class presentation of your paper is worth 20 points. Late papers will be deducted 6 points per class period that it is late.

2. Write 5 2-page thought papers on given topics. Throughout the semester, you will have a choice from 7 topics. It is necessary that you only complete 5 of these thought papers. These thought papers will ask you to summarize, analyze, and give your own personal thoughts on the topic. Each thought paper is worth 30 points. Late papers will be deducted 3 points per class period that it is late.

3. Complete 3 “Freedom of Choice” writing assignments. The format of these writing assignments will be left up to you. For example, you could write a letter, diary entry, report, play, poem, draw a political cartoon with explanation, etc. Each “Freedom of Choice” writing assignment will be worth 15 points. Late writing assignments will be deducted 2 points per class period that it is late.

4. Complete 25 Historian’s Quote Logs. These double-entry logs will ask you to play the role of a historian by evaluating, analyzing, and reflecting upon assigned primary source readings (and, occasionally, secondary sources (modern interpretations of past events). They are designed to introduce you to issues that will be covered in the following class period. Additionally, they also serve the purpose of developing your critical thinking and writing skills. Each historian’s log is worth 3 points. These assignments are due upon entrance to every class, thereby serving as your “ticket” to class. If you are absent, regardless of reason, you automatically forfeit these points.

5. Take 7 quizzes. The purpose of these quizzes is assess how well you processed the assigned textbook and supplemental reader readings. Each quiz is worth 15 points. Your
lowest 2 quiz grades will be dropped. If you miss class on the day of a quiz, you may make-up the quiz only if you have a legitimate reason (sickness, family reasons) for missing class.

- Participate in class discussions and complete a variety of in-class activities. This includes focused free-writes, group assignments, and learning logs. These assignments will rely heavily on you being prepared for class (i.e., having both read the assigned readings and completed the corresponding homework assignments). Group assignments, free-writes, and other in-class activities will be worth 2 points each, and will be graded with a + (good; 2 points) or - (needs work; 1 point). Groups will typically consist of 3-4 members, and will be randomly assigned. 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 legitimate reason for missing class, you will be allowed to make-up any free-writes and/or learning logs, but they must be turned in at the next class meeting. It is also your responsibility to see me to get any make-up assignments.

- Complete a knowledge survey at the beginning of the term, and again at the end of the term. You get 5 points for participating in each survey. This task is not graded and is completed anonymously. The purpose of this survey is to measure the amount of learning that took place for the entire class within the term in order to improve the class for the future.

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS AND GRADING</th>
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<tbody>
<tr>
<td>1 Research Paper + Presentation</td>
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<tr>
<td>5 Thought Papers</td>
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<tr>
<td>3 “Freedom of Choice” Assignments</td>
</tr>
<tr>
<td>25 Quote Logs</td>
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<tr>
<td>5 Quizzes</td>
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<tr>
<td>Participation &amp; In-Class Activities</td>
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<tr>
<td>2 Knowledge Surveys</td>
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<tr>
<td>Total</td>
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*Everyone starts the class with an “A” (500 points)!
What you do with your “A” is now up to you!*

<table>
<thead>
<tr>
<th>To keep your</th>
<th>You can’t lose more than</th>
<th>Which means</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>50 points</td>
<td>A = 450 points &amp; above</td>
</tr>
<tr>
<td>B</td>
<td>100 points</td>
<td>B = 400 points &amp; above</td>
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<tr>
<td>C</td>
<td>150 points</td>
<td>C = 350 points &amp; above</td>
</tr>
<tr>
<td>D</td>
<td>200 points</td>
<td>D = 300 points &amp; above</td>
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</tbody>
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*(Hopefully, this will not happen, but if it turns out that more than 200 points is lost, an “F” for the class will result.)*
LEARNING RESOURCES


2. Supplemental Reader of Primary Sources & Assignments for HIST 231 (available in the Bookstore)

3. 1” 3-prong binder to keep your course reader, notes, etc. in so that all your HIST 231 paperwork is conveniently in one place.

METHOD OF INSTRUCTION

Since this is an *assignment-centered course,* the focus of the course will be on you, the student, learning what you need to learn in order to do well on the writing assignments and quizzes. You will learn this through a variety of methods, including free-writes, writing logs, small-group assignments, large group discussions, self-evaluation, peer & teacher feedback, video presentations, and lectures. Furthermore, these methods will be based on the assumption that you have come to class prepared by completing the assigned readings and homework assignments.

RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. This class requires a lot of reading, writing, and thinking! Keep up with the readings and always do your homework. Since we will move at an extremely fast pace, it is crucial for you to keep up with readings and homework assignments. Furthermore, we will not be able to cover everything you read in the chapter. Nevertheless, by keeping up with the readings and completing your homework assignments, you will be well-prepared for your assignments.

2. Always take notes! Copy down everything that I put on the board and/or overhead projector.

3. Always bring both your textbook AND supplemental reader to class. We will typically refer back to both your textbook and supplemental reader during class. Also, these books will help you complete in-class assignments.

4. Ask questions if you don't understand. Tell me to slow down if I am going too fast. Let me know if you’re having any problems. I am here to help you! Furthermore, if I don’t cover something in class that you read about in the chapter and wish to discuss, please bring it to my attention.

5. Drop by to see me during office hours or make an appointment. Stay after class. Help me to get to know you as an individual. Ask for help; that is what I am here for. The study of history does not have to seem so overwhelming, and it can be quite exciting! If you ever watched a historical movie that made you so excited that you wanted to know more about history, then this class is for you!
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.

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**CLASS SCHEDULE***

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENTS DUE ON THIS DAY</th>
<th>REQUIRED TEXTBOOK (Complete worksheet with this reading)</th>
<th>PREPARATION READINGS &amp; SUPPLEMENTAL READER (SR) READINGS FOR THIS DAY</th>
<th>CORRESPONDING CLASSROOM TOPICS &amp; EVENTS ON THIS DAY</th>
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**TOPICS TO BE COVERED: THE TRANSFORMATION OF EUROPE**

1. Cultural Transformation: The Renaissance (Weeks 1—2)
2. Religious Transformation: The Reformation (Weeks 3—4)
4. Political Transformation: Absolutism & Constitutionalism (Weeks 7—10)
6. Political & Societal Transformation: The Influence of the Enlightenment & The French Revolution (Weeks 13—16)