“History is indeed little more than the register of the crimes, follies, and misfortunes of mankind.”
---Edward Gibbon, 18th Century Historian

**History 151: World Civilization I**

3 credits
TTh: 8:15—9:30 am, Palanakila 214 (62107)
TTh: 11:15—12:30 pm, Palanakila 212 (62110)

INSTRUCTOR: Malia Lau Kong
OFFICE: Palanakila 132
OFFICE HOURS: MWF: 9:30—10:00 am & 10:55—11:25 am
TTh: 10:00—11:00 am
Also by appointment
TELEPHONE: 236-9132; maliakon@hawaii.edu
EFFECTIVE DATE: Spring 2008

**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 C.E. 3 Credits
Hist. 151 fulfills half of both the 6 credit requirement in World Civilization for an A.A. degree and UH Manoa’s 6 credit General Education requirement for a Bachelor’s degree (Focus Group: Global and Multicultural Perspectives)

**STUDENT LEARNING OUTCOMES**

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

1. Identify important individuals, events, 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.
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! The class is focused around our textbook’s theme of “traditions & encounters.” Within this theme, you will learn how to identify, describe, and analyze the historical development of selected areas of the world from the pre-historic period to the 1500s, focusing on areas such as the rise and fall of selected societies and empires, the rise and spread of religions, and cross-cultural interactions & exchanges.

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 3 exams. The purpose of these exams is to assess both your critical thinking and writing skills regarding the material covered in class up to the moment of the exam. There will be an in-class portion of the exam and a take-home portion of the exam.

1. The in-class portion of the exam will consist of 3 identifications of significant people, 15 multiple-choice questions, & 4 written explanation questions. Study guides will be given out prior to exams to help you focus your preparation. **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.** Each in-class exam will be worth 85 points and covers only a given time period. The first exam covers the early complex societies (3500—500 BCE) (History Unit #1). The second exam covers the formation of Classical societies (500 BCE—500 CE) (History Unit #2). The third exam covers the medieval period (500 CE—1500 CE) (History Unit #3). There is no comprehensive in-class final.

2. The take-home portion of the exam will involve completing a 600—750 word writing assignment on a given topic. You will be required to cite evidence from at least 7 different primary sources (both from supplemental reader and the “Sources from the Past” sections of textbook) and to footnote these sources in your writing assignment. Your writing assignment must be typed and include a word-count. The topic of the writing assignment will be included on the study guide that is given out for the in-class portion of the exam. **If you miss class, it is your responsibility to email me your writing assignment by the start of class! Any writing assignment emailed or turned in after class will be deducted 5 points per class period that it is late.** Each take-home writing assignment will be worth 40 points.

Complete 6 historian’s double-entry logs for homework. 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 10
points. These assignments are due on specific days according to the class schedule. If you miss class, it is your responsibility to email me your homework by the start of class! Any historian’s log emailed or turned in after class will be deducted 2 points per class period that it is late.

- Complete 22 homework worksheets. These worksheets are designed to help you clarify the context of important issues that will be covered in class. The worksheets will have varied formats such as web explanation, identification, and short essay. Each worksheet is worth 1 point and will be graded with a + (good; 2 points) or - (needs work; 1 point). Please feel free to either complete the worksheets prior to the class it is scheduled for or wait to complete it when we go over it in class. Regardless of which manner you adopt, please be sure to turn in your completed worksheets for they are worth points!

- Take 3 short quizzes. The purpose of these quizzes is to one, measure how well you processed the previous day’s class and assigned readings, and two, measure your background knowledge on the issues that will be covered in class that day. Each quiz is worth 10 points. 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.

- 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 3 points each, and will be graded with a + (good; 3 points) or - (needs work; 2 points). 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 fall 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.

- Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone, not texting friends while in class, not talking story with friends, not listening to music, and coming to class on time. If you participate in class, you earn the full 15 points. On the other hand, you will lose 2 points each time you are not participating in class. (If you lose all 15 points, and are still having a hard time participating in class, 2 points will be deducted from any total points earned for the class.)

- 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

*3 Exams (In-Class Portion: 85 points each + Take-Home Portion: 40 points each):
  1. Exam 1 on time period 3500—500 BCE  125 points
  2. Exam 2 on time period 500 BCE—500 CE  125 points
  3. Exam 3 on time period 500—1500 CE  125 points
*Total Points from Exams  =  375 points  (62% of final grade)

*In-Class Activities  =  65 points  (11% of final grade)
*6 Historian’s Logs  x  10 points each  =  60 points  (10% of final grade)
*22 Worksheets  x  2 points each  =  45 points  (8% of final grade)
*3 Quizzes  x  10 points each  =  30 points  (5% of final grade)
*Participation & Respect  =  15 points  (2% of final grade)
*Knowledge Surveys  x  5 points each  =  10 points  (2% of final grade)

*Everyone starts the class with an “A” (600 points)!
What you do with your “A” is now up to you!

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<tr>
<th>To keep your</th>
<th>You can’t lose more than</th>
<th>Which means</th>
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<tr>
<td>A</td>
<td>60 points</td>
<td>A = 540 points &amp; above</td>
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<td>B</td>
<td>120 points</td>
<td>B = 480 points &amp; above</td>
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<td>C</td>
<td>180 points</td>
<td>C = 420 points &amp; above</td>
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<tr>
<td>D</td>
<td>240 points</td>
<td>D = 360 points &amp; above</td>
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*(Hopefully, this will not happen, but if it turns out that more than 240 points is lost, an “F” for the class will result.)

“Our greatest glory is not in never falling, but in rising every time we fall.”
---Confucius

LEARNING RESOURCES

   (You may use an edition other than the 3rd but please let me know so that I can inform you of the differences in chapters and page numbers.)

2. Course Reader of Primary Sources & Assignments for Malia Lau Kong’s History 151: World Civilizations I (available in the Bookstore)

3. 1” 3-prong binder to keep your course reader, notes, etc. in so that all your History 151 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 assignments & exams. 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.

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 the quizzes & exams.

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!

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.
### History Unit #1:
**PART I: THE EARLY COMPLEX SOCIETIES (3500—500 BCE)**

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<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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<td>1/15 T</td>
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| 1/17 Th |                             | 1. Textbook: Chapter 1, pages 19—28, & Chapter 2, pages 31—45  | 1. Worksheet 1  
2. The Transition to Agriculture  
3. The Birth of Complex Society I—Mesopotamia |
| 1/18 F | Last day to register for class; Last day to receive 100% refund | 1. Textbook, Chapter 3, pages 59—84 | 1. Worksheet 3  
2. The Birth of Complex Society II—Egypt |
2. Cross-Cultural Conflict: Assyrians vs. Hebrews  
| 1/24 Th |                             |                                                        |                                                                     |                                                   |
| 1/29 T | 1. Textbook: Chapter 4, pages 87—105  
2. SR: Read all Handouts for Chapter 4 | 1. Worksheet 4  
2. The Birth of Complex Society III—India  
3. QUIZ 1 |
| 1/31 Th | 1. Textbook: Chapter 5, pages 109—230, & Chapter 6, pages 133—142  
2. SR: Read Handout for Chapter 5 | 1. Worksheet 5  
2. The Birth of Complex Society IV—China  
3. The Birth of Complex Society V—The Americas |
<p>| 2/3 Sunday | Last day to receive 50% refund; Last day to drop w/ no “W” on transcript |  |  |  |</p>
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<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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| 2/5      | 1. Historian’s Log 2: The History of the Ancient Hawaiian King Umi | 1. Textbook: Chapter 6, pages 142—154  
2. SR: Read all Handouts for Chapter 6 | 1. Worksheet 6  
2. The Birth of Complex Society VI: Oceania | 2/7 Th | Review for Exam I |
| Week 5: 2/12 T |  |  |  | |

**History Unit #2**

**PART II: THE FORMATION OF CLASSICAL SOCIETIES (500 BCE—500 CE)**

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<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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| 2/14 Th  | 1. Textbook: Chapter 8, pages 181—197  
2. SR: Read all Handouts for Chapter 8 | 1. Worksheet 7  
2. China’s Quest for Political & Social Order: The Golden Age of Philosophy & The Unification of China |  |  |
| Week 6: 2/19 T | 1. Textbook: Chapter 8, pages 197—203 & Chapter 9, pages 207—213  
2. SR: Read all Handouts for Chapter 9 | 1. Worksheet 7 continued  
2. The Glory of the Han Dynasty  
3. Worksheet 8  
4. The Mauryan Dynasty of India |  |  |
| 2/21 Th  | 1. Textbook: Chapter 9, pages 213—228 | 1. Worksheet 8 continued  
2. Escaping the Wheel of Life: The Development of Indian Religious Traditions & Society |  |  |
| Week 7: 2/26 T | 1. TAKE-HOME WRITING EXAM 1 DUE | 1. Textbook: Chapter 7, pages 159—178  
2. SR: Read all Handouts for Chapter 7 that are found in the “Traditions: Persia” section | 1. Worksheet 9  
2. Persian Absolute Monarchy & Tolerance  
2. SR: Read Handout: “Plutarch, On Sparta” in the “Traditions: Greece” section | 1. Worksheet 10  
2. The Birth of the Greek Polis: Athens vs. Sparta  
3. Cross-Cultural Conflict: Persians vs. Greeks—The Epic Battle to Preserve Greek Freedom, Democracy, & Ideals! |  |
| Week 8: 3/4 T | 1. SR: Read all Handouts in the “Encounters: Persia & Greece” section | 1. Worksheet 10 continued  
2. Cross-Cultural Conflict: Persians vs. Greeks continued  
3. QUIZ 2 |  |  |
<table>
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<tr>
<th>Date</th>
<th>Day/Day(s)</th>
<th>Textbook: Chapter 10, pages 240—255</th>
<th>Cross-Cultural Conflict &amp; Exchange: The Unification of East &amp; West (Alexander the Great Conquers It All!)</th>
<th>DVD: Alexander the Great</th>
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<td>Holiday: Good Friday</td>
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<td>Week 11:</td>
<td>3/24—3/28</td>
<td>SPRING BREAK</td>
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<td>Week 12:</td>
<td>4/1 T</td>
<td>Review for Exam 2</td>
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<td>EXAM 2 ON CHAPTERS 7—13</td>
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**History Unit #3:**

**PART III: THE POST CLASSICAL ERA (500—1000 CE)**

**PART IV: AN AGE OF CROSS-CULTURAL INTERACTION (1000—1500 CE)**

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| Week 14: 4/15 T | 1. **TAKE-HOME WRITING EXAM 2 DUE** | 1. Textbook: Chapter 17, pages 433—454  
2. **SR:** Read all Handouts for Chapter 17 in the “Traditions: Western Christendom” section & Read Handouts #1 (Muslim & Christian Accounts) & #2 (Notker the Stammerer) in the “Encounters: Islam & Christianity” section | 1. Worksheet 18  
2. Cross-Cultural Conflict, Conversion, & Compromise: The Making of Europe—The Barbarian Conversion |
|----------------|---------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------|
2. The Development of Europe |
| Week 15: 4/22 T | 1. **SR:** Read Handouts #3—7 in the “Encounters: Islam & Christianity” section | 1. Worksheet 19 continued  
3. DVD: The Crusades | |
| 4/24 Th        | 1. Worksheet 19 continued  
3. DVD: The Crusades  
4. **QUIZ 3** | | |
2. Cross-Cultural Conflict & Exchange: Conquest & the *Pax Mongolica* (Eurasian Integration)  
3. The Development of States & Societies in Africa  
4. DVD: The Ottomans | |
| 5/1 Th         | 1. Textbook: Chapter 21, pages 539—561 | 1. Worksheet 21  
2. Eaters of the Dead & Voyaging Canoes: The Americas & Pacific Prior to European Contact  
3. DVD: The Aztecs | |
2. Cross-Cultural Interaction: Trade, Exploration, & Disease  
3. Review for Exam 3 (Final Exam) |
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<td>5/8 Th</td>
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*FINAL EXAM ON CHAPTERS 14—22 SCHEDULED AS FOLLOWS:*
8:15 Class: Final Exam on Tuesday, May 13, 2008 @ 8:30—10:20 am
11:15 Class: Final Exam on Tuesday, May 13, 2008 @ 11:30—1:20 pm

*FINAL TAKE-HOME WRITING EXAM 3 & WORKSHEETS 1-25 DUE THURSDAY, MAY 15, 2008 BY 12:00 PM AT MY OFFICE PALANAKILA 132 OR BY EMAIL*