<table>
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<th><strong>History 152: World Civilization II</strong></th>
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<tr>
<td><strong>3 credits</strong></td>
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<tr>
<td>MWF: 8:30—9:20 am, Palanakila 214 (62113)</td>
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<tr>
<td>MWF: 11:30—12:20 pm, Palanakila 214 (62116)</td>
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**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

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**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.*

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**CATALOG DESCRIPTION**

HIST 152 is a survey course focusing on the historical development of selected areas of the world from the 16th century to the present. Emphasis placed on analysis of the impact of industrialization, East-West interaction, and the rise of nationalism.  

3 Credits  
Hist. 152 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)

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**STUDENT LEARNING OUTCOMES**

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

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

2. Arrange, in chronological order, significant events in world history.

3. Describe and analyze global processes from 1500 C.E. to the present (e.g. human migration, ecological forces, imperialism, decolonialism, industrialism, nationalism, globalization).

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 1500 CE to the present, focusing on topics such as East-West interaction, cross-cultural conflict & exchanges, industrialization, nationalism, imperialism, and the world wars.

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. Take 3 exams. There will be a in-class portion to these exams AND a take-home portion to these 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.
   - The in-class portion of the exam will consist of 4 identifications of significant people, 15 multiple-choice questions, & 3 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 80 points.
   - The take-home portion of the exam will involve writing a 600—750 word (2-3 pages) essay on a given topic. You will be required to cite evidence from at least 7 primary sources (both from supplemental reader and the “Sources from the Past” sections of textbook) and to footnote these sources in your essay. Your essay must be typed and include a word-count. The topic of these essays 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 essay by the start of class! Any essay emailed or turned in after class will be deducted 5 points per class period that it is late.** Each take-home essay exam will be worth 40 points.
   - Each exam covers only a given time period; there is no comprehensive final.

2. 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.**

3. Complete 25 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 identification, fill-in-the-chart, and short explanation. Each worksheet is worth 2 points 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 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 summer 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:
1. Exam 1 on time period 1500—1800 CE  120 points
2. Exam 2 on time period 1800—1914 CE  120 points
3. Exam 3 on time period 1914—to the present  120 points
*Total Points from Exams = 360 points (60% of final grade)

*In-Class Activities = 75 points (13% of final grade)
*6 Historian’s Logs x 10 points each = 60 points (10% of final grade)
*25 Worksheets x 2 points each = 50 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)
= 600 points possible

*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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<tbody>
<tr>
<td>A</td>
<td>60 points</td>
<td>A = 540 points &amp; above</td>
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<tr>
<td>B</td>
<td>120 points</td>
<td>B = 480 points &amp; above</td>
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<tr>
<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.)

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 152: World Civilizations II (available in the Bookstore)

3. 1” 3-prong binder to keep your course reader, notes, etc. in so that all your History 152 paperwork is 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. 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.
4. 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.
**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 PREPARATION READINGS FOR THIS DAY &amp; PRIMARY (OR SECONDARY) SOURCE READINGS FROM SUPPLEMENTAL READER</th>
<th>CORRESPONDING CLASSROOM TOPICS &amp; EVENTS ON THIS DAY</th>
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**PART V: THE ORIGINS OF GLOBAL INTERDEPENDENCE, 1500 TO 1800**

**Week 1: 1/14 M**
1. Introduction to Class & One Another
2. Knowledge Survey I

**1/16 W**
1. Textbook: Chapter 23, pages 597—620
2. Supplemental Reader: Read All Handouts for Chapter 23

**1/18 F**
Last day to register for class; Last day for a 100% refund
1. Textbook: Chapter 23, pages 620—626

**Week 2: 1/21 M**
Holiday: Martin Luther King, Jr. Day

**1/23 W**
1. Textbook: Chapter 24, pages 631—648
2. Supplemental Reader for Chapter 24: Read “Islamic Reformation”

**1/25 F**
1. DVD: Peter the Great

**Week 3: 1/28 M**
1. Textbook: Chapter 24, pages 648—660

**1/30 W**
1. Textbook: Chapter 25, pages 665—673
2. Supplemental Reader for Chapter 25: Read “Notes 1”

**2/1 F**
1. Supplemental Reader for Chapter 25: Read Primary Sources 1—4 (“Hernan Cortes”, “The
<table>
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<tr>
<th>Week 4: 2/3 Sunday</th>
<th><strong>Last day to receive 50% refund; Last day to drop with no “W” on transcript</strong></th>
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2. Supplemental Reader for Chapter 25: Read “Notes 2 & 3” & Primary Source 5: “Native American Speeches” |
| 2/6 W             | 1. **Historian’s Log 1:** Hiram Bingham, “Missionaries vs. Man-of-Warsmen”  
2. Textbook: Chapter 25, pages 686—691  
2. Supplemental Reader for Chapter 25: Read “Notes 4” and Primary Source 6: “Missionaries vs. Man-of-Warsmen” |
| 2/8 F             | 1. Textbook: Chapter 26, pages 695—705  
2. Supplemental Reader for Chapter 26: Read “Mystery of Va.’s First Slaves” |

| Week 5: 2/11 M    | 1. Textbook: Chapter 26, pages 706—718 |
| 2/13 W            | 1. Textbook: Chapter 27, pages 723—741  
2. Supplemental Reader for Chapter 27: Primary Source 1: “A Last Will & Testament” |
| 2/15 W            | 1. Textbook: Chapter 27, pages 741—749  

| Week 6: 2/18 M    |  **Holiday: President’s Day** |
| 2/20 W            | 1. Textbook: Chapter 28, pages 753—766 |
| 2/22 F            | 1. **Historian’s Log 2:** Ghislain de Busbecq, “The Ottoman Empire Under Suleiman”  
2. Supplemental Reader for Chapter 28: Read All Primary Source Handouts |

1. Worksheet 5: Colliding Worlds in North America—The Settlement of Jamestown  
2. Worksheet 5 continued: Colliding Worlds in the Pacific—The Settlement of Hawai’i  
3. Worksheet 6: Conflict & Exchange in Africa  
4. Worksheet 7: The Slave Trade & The African Diaspora  
5. Worksheet 8: China’s Mandate from Heaven  
6. Worksheet 9: The Unification of Japan—The Tokugawa Shogunate  
7. Worksheet 10: The Glory of the Ottoman Empire  
8. DVD: The Ottoman Empire  
9. Worksheet 10 continued: The Glory of the Ottoman Empire & The Glory of the Mughal
| Week 7: 2/25 M | 1. Worksheet 10 continued: Trade, Culture, Religion, & Decline in the Islamic Empires |
| 2/27 W | Review for Exam 1 |
| 2/29 F | EXAM 1 ON CHAPTERS 23—28 |

**PART VI: AN AGE OF REVOLUTION, INDUSTRY, AND EMPIRE, 1750-1914**

| Week 8: 3/3 M | 1. Textbook: Chapter 29, pages 781—793  
2. Supplemental Reader for Chapter 29: Read Primary Source 1: “Napoleon Bonaparte”  
Primary Source 2: “Jean-Etienne-Marie Portalis”  
1. Worksheet 11: Enlightenment Ideals in Practice & The French Revolution  
2. DVD: Napoleon |
| 3/5 W | 1. Worksheet 11 continued: Napoleonic France  
2. DVD: Napoleon |
| 3/7 F | No Class: Non-Instructional Day |

| Week 9: 3/10 M | 1. TAKE-HOME ESSAY EXAM 1 DUE  
1. Textbook: Chapter 29, pages 793—812  
2. Supplemental Reader for Chapter 29: Read Primary Source 3: “David Walker’s Appeal”  
Primary Source 4: “John Brown’s Last Speech”  
1. Worksheet 12: The Influence of Revolution & the Birth of Nationalism |
| 3/12 W | 1. Textbook: Chapter 30, pages 815—842  
1. Worksheet 13: The Industrial Revolution & The Socialist Challenge |
1. Textbook: Chapter 31, pages 847—875  
2. Supplemental Reader for Chapter 29: Read All Primary Source Handouts  
1. Worksheet 14: Cross-Cultural Collisions & Integrations in North America |

| Week 10: 3/17 M | 1. Worksheet 14 continued: The Destruction of the Native Americans’ Way of Life |
| 3/19 W | 1. Textbook: Chapter 32, pages 879—900  
1. Worksheet 15: Societies @ Crossroads |
| 3/20 Th | Last day to withdraw from class with “W” on transcript |
| 3/21 F | Holiday: Good Friday |

| Week 11: 3/24—3/28 | SPRING BREAK |
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<td>4/9 W</td>
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<td>4/11 F</td>
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**PART VII: CONTEMPORARY GLOBAL REALIGNMENTS, 1914 TO THE PRESENT**

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<tr>
<td>4/25 F</td>
<td>1. Supplemental Reader for Chapter 37: Read Primary Sources 1-7 and Commentaries 1 &amp; 2</td>
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<td>Date</td>
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<td>Activity</td>
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| 4/30 W |      | 1. Textbook: Chapter 38, pages 1063—1090  
1. Worksheet 24: The Cold War |
| 5/2 F  |      | 1. Textbook: Chapter 39, pages 1095—1127  
1. Worksheet 25: The End of Empire |

**Week 17: 5/5 M**  
1. **Historian’s Log 6:** Benjamin Barber,  
“Selection from Jihad vs. McWorld”  
1. Textbook: Chapter 40, pages 1131—1165  
1. Our Global World

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<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tr>
<td>5/7 W</td>
<td></td>
<td>Review for Final Exam</td>
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<tr>
<td>5/9 F</td>
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<td>No Class: Study Day</td>
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*FINAL EXAM SCHEDULED AS FOLLOWS:*
8:30 Class: Final Exam on Wednesday, May 14, 2008 @ 8:30—10:20 am
11:30 Class: Final Exam on Monday, May 12, 2008 @ 11:30—1:20 pm

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