WINDWARD COMMUNITY COLLEGE
HIST 152 - WORLD CIVILIZATIONS I
(3.0 credits)
63177 www

INSTRUCTOR: Keith P. Knuuti
OFFICE HOURS: on-line
OFFICE LOCATION: Palanakila 134
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EFFECTIVE DATE: August/2011

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG COURSE DESCRIPTION
HIST 151 is a survey course focusing on significant historical events and patterns of development in world civilizations from the prehistoric period to the 1500s.

FOUNDATION REQUIREMENTS
HIST 151 fulfills 3 credits in Group A of the General Education requirement (Foundations: Global and Multi-Cultural 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 (SLOs)
The student learning outcomes (SLOs) for the course are:

1. Identify important individuals, places, organizations and concepts in pre-modern world history;
2. Arrange, inchronological 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.
METHOD OF INSTRUCTION: ON-LINE

Ask yourself if online is the right method of instruction for you. If you are very independent, organized, focuses, and tech-savvy, you should do fine in an online course. On the other hand, if these traits do not describe you, please seriously consider taking a traditional face-to-face (F2F) class.

- This course will expect that you are able to independently read, comprehend the “facts” on your own, complete the assignments, and navigate through Laulima with little guidance.
- Keeping on track and up to date is a must in this class. Always refer to the Class Schedule below. Remember that I will not be seeing your face in class or reminding the students sitting in the back row to pay attention.
- Check the Main Page in Laulima and ANNOUNCEMENTS for any news and updates pertaining to our class. Furthermore, you should check your UH email account frequently (you are required to use your UH Hawai'i.edu account; however, you can have your mail from this account forwarded to an email account that you use more often).
- Make sure you adhere to the completion dates for discussion, quizzes and papers as no late work will be accepted except in special circumstances. If you find that you cannot be ready for a quiz at the time it is available under TASKS, TESTS & QUIZZES, then you need to drop this 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 the 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.

TEXTBOOK AND OTHER RESOURCES

- On-line handouts
- I will try to find some on-line video resources in order to supplement readings and discussions.

ASSESSMENT TASKS AND GRADING

Your course grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizes (7)</td>
<td>500 points</td>
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<tr>
<td>Weekly Discussions</td>
<td>280 points</td>
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<tr>
<td>Papers (3)</td>
<td>220 points</td>
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<tr>
<td>Total</td>
<td>1000 points</td>
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You will need about 850-900 or so points for an “A” grade, and about 100 points less for each lower grade (i.e. about 750-800 for a “B”, about 650-70 for a “C”).

Note: You must write at least two papers in order to pass the class.

COURSE TASKS AND ASSIGNMENTS

You should familiarize yourself with assigned reading materials before weekly discussions. To develop your “historical literacy,” learn to determine which data are most important. This is not easy! Try to figure out how things relate to each other chronologically, and how they fit into larger global processes (SLO #7). Use on-line resources to help you analyze historical developments across time and across cultures, and be open to a variety of possible answers to historical questions. This means that preparation, and active participation in discussions are very important to your success in this course.
Graded assignments will ask you to demonstrate familiarity with course content, and an ability to analyze and interpret that content across time and across cultures.

I. Quizzes (7): The quizzes will be mainly multiple-choice questions. These will be taken on-line, through the Laulima “Tasks, Tests and Surveys” page. Quizzes should be taken during the scheduled week, except by prior agreement or in cases of emergency – do not wait until after the exam. Each quiz will cover roughly two weeks or course work.

II. Engaging Thoughts (3): These short (2 page) papers, will ask you to come up with your own ideas (conclusions, explanations, questions) about historical issues. Each paper should be written twice – as a rough draft you will share with a small group of classmates, then as a final draft. If you do not upload a rough draft, you get a zero for that paper. Final drafts will be marked down 7.5 – 10 points for each day they are late.

III. Discussion. Each week, I will ask you to post a comment of at least 3-5 sentences on a chosen theme. You will have to return later in the week to comment on one of two other posts. With the exception of the first week, during which you should just get used to the Laulima discussion format and introduce yourself to your classmates, these discussions will be graded. Grading will be based on making an initial post and two comments, but I will not grade you on content as long as you stick with the weekly theme.

You will also have the opportunity to do a limited amount of extra-credit work, and I will discuss this with anyone who is interested. You may do up to four extra-credit assignments, but no more than two any unit of the class. As a rule, avoid summaries and focus on insightful analysis.

WARNINGS, RECOMMENDATIONS, ETC.

Be a good “academic citizen,” – participate in discussions regularly; be respectful toward your instructor and fellow students.

Plagiarism is taking words or ideas from another source and presenting them as your own. This includes copying from a book, a website, or another student. Plagiarism is the most serious academic offense you can commit; you must give credit for any words or ideas you borrow; anything else is cheating, and the penalties are severe. Depending on the severity of the plagiarism, you may face the possibility of failing the course as a whole, or even being expelled from school, with the plagiarism becoming part of your permanent record. If you have any questions about plagiarism, please consult with me.

If you are having a hard time understanding the reading material or lectures, or trying to place the data in the bigger picture, you should speak with me or contact The Learning Center. Do not wait until after an exam or a paper assignment; if you fear that you will perform poorly, take steps to improve the situation!

In general, you will find that lectures make more sense, assignments are less difficult, and exams are less frightening if you keep up with the readings. This is additionally important because lectures will not simply summarize the readings, and you will be responsible for the material in the book as well as lecture topics. Almost everyone, from your instructor to the student who only wants to pass the class, will benefit by taking written notes. How you take notes – in a notebook, on 3” x 5” cards, in the margins of your textbook – is less important than the fact that you are attempting to organize the material in writing.

Don’t be afraid to speak up if you don’t understand, if you want to know more about something we covered (or didn’t cover) in class, or if you think I may have made a mistake. As long as you aren’t being disruptive, your questions will benefit you and probably some other students, too.

Make an effort to drop by my office at least once, and not just right before a major assignment. I have regularly scheduled office hours, and if those times do not work for you, we can try to arrange another time to meet. Part of my job responsibilities include being there for students outside of class, and you can drop by to talk about class, to introduce yourself to me, or to discuss common interests. That’s right, I do have interests outside of history, believe it or not!
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>22-28 Aug</td>
<td>Introduction to course; introduction to laulima</td>
<td>none!</td>
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<td>26 Aug: Last Day to Add/Late Register – Last Day to Withdraw with 100% Refund</td>
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<td>29 Aug-04 Sept</td>
<td>Pre-History and Early History: agriculture, settlement and the first societies</td>
<td>CH 1 (skim pp. 6-15), CH 2: 32-35 original post due by Wed evening responses due by Sun afternoon</td>
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<td>05 Sept: Labor Day Holiday</td>
<td>CH 2: CH 3 original post due by Wed evening responses due by Sun afternoon</td>
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<td>06-11 Sept: Mesopotamia and Ancient Egypt: river societies, urban development, politics and religion, writing and culture on-line mini quiz</td>
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<td>12-18 Sept</td>
<td>Classical India: Aryans, cultural fusion in South Asia, Caste system, Vedic traditions, religions Quiz #2</td>
<td>CH 4, CH 9 original post due by Wed evening responses due by Sun afternoon</td>
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<td>12 Sept: Last Day to withdraw without “W” grade / with 50% Refund</td>
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<td>19-25 Sept</td>
<td>Classical China: cultural isolation in East Asia, Dynasties, family, early writing, Chinese philosophy Paper #1 (draft), on-line mini quiz</td>
<td>CH 5, CH 8 original post due by Wed evening responses due by Sun afternoon</td>
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<td>26 Sept - 02 Oct</td>
<td>Persian Empire building an empire; conquest &amp; rule, capital, political system, religion (Zoroastrianism) Quiz #3, Paper #1 (final draft)</td>
<td>CH 7 original post due by Wed evening responses due by Sun afternoon</td>
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<tr>
<td>03-09 Oct</td>
<td>Classical Greece: city-states, Alexander the Great Olympics, Greek culture, philosophers; Roman Republic</td>
<td>CH 10; begin CH 11 original post due by Wed evening responses due by Sun afternoon</td>
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<td>10-16 Oct</td>
<td>Classical Rome: Roman Empire and Emperors society, religions (Christianity); epidemic disease Quiz #4 fall of Han China and Rome</td>
<td>finish CH 11; CH 12 original post due by Wed evening responses due by Sun afternoon</td>
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<tr>
<td>17-23 Oct</td>
<td>Christendom: Byzantine Empire, Germanic kingdoms, Christian society and culture, feudalism</td>
<td>CH 16 original post due by Wed evening responses due by Sun afternoon</td>
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<tr>
<td>24-30 Oct</td>
<td>Islam: Prophet and Religion, beliefs; expansion, society and culture Paper #2 (draft)</td>
<td>CH 13 original post due by Wed evening responses due by Sun afternoon</td>
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<td>25 Oct: Last Day to Withdraw - to Change to CR/NC – to Change “I” Grades from Spring</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter(s)</td>
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<td>31 Oct - 06 Nov</td>
<td><strong>Americas and Oceania</strong>: physical isolation, cultural developments, voyaging, Aztecs and Incas</td>
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<td><strong>Quiz #5, Paper #2</strong> (final)</td>
<td>CH 6; CH 20</td>
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<td>07-13 Nov</td>
<td><strong>Sub-Saharan Africa</strong>: politics, Islam and trade, religion and society (East/West differences)</td>
<td>CH 18</td>
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<td>14-20 Nov</td>
<td><strong>Golden Age China</strong>: Tang politics, Sung culture, technology, culture; Japan</td>
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<td><strong>Quiz #6</strong></td>
<td>CH 14</td>
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<td>21-24 Nov</td>
<td><strong>Steppe Nomads</strong>: Turks and Mongols, Mongol empires, encounters and connections</td>
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<td><strong>24-25 Nov: Thanksgiving Holiday</strong></td>
<td>CH 17</td>
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<td>28 Nov - 04 Dec</td>
<td><strong>Europe’s Revival</strong>: High Middle Ages, Crusades</td>
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<td><strong>Economy, Society and Religion</strong></td>
<td>CH 19</td>
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<td><strong>Paper #3</strong> (topic)</td>
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<td>05-08 Dec</td>
<td><strong>Expansion and Interaction</strong>: trade and travelers, plague, recovery (Renaissance Europe, Ming China)</td>
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<td><strong>Quiz #7, Paper #3</strong> (draft), Course Evaluation (on e-Café)</td>
<td>CH 21</td>
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<tr>
<td>13 Dec (Tue)</td>
<td><strong>Paper #3</strong> (final draft – in lieu of exam)</td>
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Guidelines for Extra Credit for HIST 152

– movie option –

1. Refer to the list below, for videos you can rent or take out of the library. Choose one movie, view it at home, and take notes.

2. Make connections between the film and what we have learned about the topic in class. Do not give me a plot summary! Choose a number of scenes, then link those scenes with your knowledge gained from HIST 152 this semester.

3. Type a paper that is no more than 1 page (~350 words) in length.

4. The maximum points for an extra credit paper is 15 points. You may submit up to four in all, but only two for video sources, and only two for any given section of the textbook.

Recommended Videos for Extra Credit:

- Elizabeth
- Luther
- Restoration
- *The Mission
- *The Madness of King George
- Amistad
- *Amazing Grace
- The Last Emperor
- Lawrence of Arabia
- The Last Samurai
- Gandhi
- *Gallipoli
- Reds
- Saving Pvt. Ryan
- *Enemy at the Gates
- Schindler’s List
- Thirteen Days
- Dr. Strangelove
- Good Night and Good Luck
- *The Killing Fields
HIST 152 – Basic Information

Name: ________________________

Contact: _______________________

Year in School: ________________

Major: _________________________

History Experience: _______________________________________________________

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________________________________________________________________________

Anything else: ____________________________________________________________

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