

HIST 152: WORLD CIVILIZATION II
3 CREDITS
MW: 4:00—5:15pm (CRN #64046)
Palanakila 214

INSTRUCTOR:	Malia Lau Kong
OFFICE:	Palanakila 132
OFFICE HOURS:	MW: 12:40—12:55pm; 2:40—3:55pm Also by appointment
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EFFECTIVE DATE:	Spring 2012

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 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 hrs.lect)
WCC: FG

FOUNDATION REQUIREMENT AND HALLMARKS

Hist. 152 fulfills 3 credits in Group B 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.)
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 course are:

1. Identify important individuals, 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.

COURSE TASKS

- 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.
 - ✓ Take **2** 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. Exams will consist of multiple choice, short answer, and essay. 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 exam is worth up to 95 points.
 - ✓ Complete **27** homework worksheets. These worksheets are designed to introduce you to the background information (or context) of important issues that will be covered in the following class period. The worksheets will have varied formats such as web explanation, identification, and short essay, and are meant to serve as a guide in which to focus your attention as you read the assigned chapters for homework. At each class, you will receive a STAMP to indicate that you completed your worksheet on time. The worksheet gives only a limited amount of space for your answers—this is so that your answers are concise, yet significant. Everyone will complete their worksheets differently—some will be more detailed than others. What I am concerned with when I grade your worksheets is whether or not it indicates that you read the assigned readings. Each worksheet is worth 1 point and will be graded with a + (good; 1 point) or - (needs work; 0.5 points), and will be turned in at the end of each class in which it is due. Be sure to note that on some days, **2** worksheets are due. It is extremely important for you to complete these worksheets prior to class in order for you to be prepared for class discussion and group assignments. If you did not attempt to complete your worksheet as directed, then you will NOT receive a stamp for it. Remember that for your worksheets to be worth something, **they must be stamped.** You may also be called upon to share your answers with the class. *If you do not turn in your worksheets when they are due, you will not receive stamps for them, and thus will receive no credit for them. If you miss class, you must email me your worksheet answers by the start of class in order for you to earn your stamp.* Late worksheets will **not** be accepted, **regardless of reason**, without a NQA coupon. However, please take note that you only have 6 NQA coupons to use on late worksheets, and once you use these coupons, you will not be able to turn in any more late worksheets.
 - ✓ Complete a variety of in-class activities. This includes journal reflections, primary source investigations, and group assignments. These assignments will rely heavily on you being prepared for class (i.e., having both read the assigned readings and completed the corresponding homework worksheet). Group assignments, free-writes, and other in-class activities will be graded with a + (good) or - (needs work). Some assignments will be worth more points than others depending on the assignment. Groups will typically consist of 3-4 members, and will be **randomly assigned based on preparation for the class (i.e., at the beginning of class, you will place your name card in the folder that best fits your preparation for the class: “I did my homework”; “I did some of my homework”; “I didn’t do my homework”).** Furthermore, some classes will involve large class discussions where everyone will be expected to contribute to the discussion. **Since all of these assignments require being present for class, you will NOT be able to make-up these in-class assignments, regardless of reason, if class is missed. However,** your first 3 absences will automatically be excused (meaning you do not lose any points for these days). On the other hand, any absences beyond these first 3 absences **will NOT be excused, regardless of reason. Furthermore, for every 6 classes missed, your final grade is automatically lowered by 1 letter grade (unless you had extenuating circumstances such as a major illness or family emergency).**

- ✓ Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone, not talking story with friends, not listening to music, and coming to class on time. This also includes not monopolizing class discussion with your own point-of-view and not being respectful of what your classmates have to say. Negative comments will **NOT** be tolerated. Furthermore, any inappropriate behavior, including trying to be the class-clown, will result in immediate expulsion from the class. Hence, please be respectful of your classmates, thus fostering a positive learning environment!

ASSESSMENT TASKS AND GRADING

*2 Exams	x 95 points each	=	190 points	(76% of final grade)
*In-Class Activities (incl. in-class work, Respect, Part.)		=	33 points	(13% of final grade)
*20 Homework Worksheets	x 1 point each	=	27 points	(11% of final grade)
		=	250 points possible	

****Everyone starts the class with an "A" (250 points)!***
What you do with your "A" is now up to you!

To keep your	You can't lose more than	Which means
A	25 points	A = 225 points & above
B	50 points	B = 200 points & above
C	75 points	C = 175 points & above
D	100 points	D = 150 points & above

*You may keep track of your grade in our class's Lulima site under the Gradebook option. Please note, though, that I will only update the Gradebook 2x during the semester, approximately 2 weeks after a scheduled exam. If you are concerned about your grade, then you should make an appointment to see me, or come by my office during my office hours.

*(Hopefully, this will not happen, but if it turns out that more than 100 points is lost, an "F" for the class will result.)

*The "N" grade is only given in circumstances in which 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. The "N" grade is **NOT** given in circumstances in which you have NOT made consistent progress in the class &/or attended class regularly.

LEARNING RESOURCES

1. Bentley, Jerry H. and Herbert F. Ziegler. *Traditions and Encounters, Volume II: From 1500 to the Present*. 5th Edition. New York: McGraw-Hill, 2011.
2. Binder or folder to keep materials for course in.

METHOD OF INSTRUCTION

- ❖ Classes are LEARNER-CENTERED, not teacher-centered. One of the least effective ways of teaching is the lecture since studies have shown that after just 10 minutes of a lecture, students become increasingly bored, confused, and restless. Thus, lectures, if needed, will be kept to a maximum of 10 minutes, and the class will continually switch between group assignments and individual exercises. Furthermore, the class will **never** be merely a review of assigned readings and homework worksheets since any rational student would probably just attend class to learn the material. Thus, assigned readings and homework worksheets are expected to be completed **before** class since class activities will "build" upon them.

- ❖ I consider myself a facilitator of your learning, rather than a teacher. As the student, ask yourself if this is the right method of instruction for you. If you like learning by **doing**, then this class is for you (i.e., you are an **active learner**)! If you prefer a more *passive* learning style (i.e., you like lecture-oriented classes that just require you to take notes), then this class is *not* for you, and I advise you to drop the course.
- ❖ The course will expect that you are able to independently read and comprehend the “facts” on your own. Again, class will never be a review of the “facts” that are learned by reading the textbook. Instead, class will be devoted to exercises that engage the brain at a higher cognitive level (i.e., application, analysis, evaluation, etc.)

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.
2. Faithfully attend class.
3. Always take notes! This includes anything that is written on the board, viewed on the overhead projector, and gleaned from videos.
4. Bring your textbook to every class. We will typically refer back to your textbook during class, and it will help you complete in-class assignments.
5. Ask questions if you don't understand and definitely let me know if you are having any problems in the class.

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.*

DATE	WORKSHEET(S) DUE ON THIS DAY	REQUIRED TEXTBOOK PREPARATION READINGS FOR THIS DAY	CORRESPONDING CLASSROOM TOPICS & EVENTS ON THIS DAY
Week 1: M 1/9			1. Introduction to Class & One Another
W 1/11	Worksheet #1	1. Textbook: Chapter 22, pgs. 462—490	1. Voyages of Discovery
F 1/13	Last day to register; Last day for 100% refund		
Week 2: M 1/16	HOLIDAY: NO CLASS		
W 1/18	Worksheet #2	1. Textbook: Chapter 24, pgs. 522—531	1. Colliding Worlds I: The Spanish in Mexico
Week 3: M 1/23	Worksheet #3	1. Textbook: Chapter 24, pgs. 531—541	1. Colliding Worlds II: Europeans in North America
W 1/25		1. Textbook: Chapter 24, pgs. 541—545	1. Colliding Worlds III: Europeans in the Pacific

Week 4: M 1/30	Worksheets #4 & #5 *Last day to withdraw without "W" on transcript; 50% refund	1. Textbook: Chapter 25, pgs. 548—568	1. Colliding Worlds IV: Europeans in Africa
W 2/1	Worksheets #6 & #7	1. Textbook: Chapter 23, pgs. 492—520	1. The Transformation of Europe

Week 5: M 2/6	Worksheet #8	1. Textbook: Chapter 28, pgs. 618—631	1. Enlightened Reality: The Age of Revolutions 2. Napoleon—Enlightened Ruler or Absolute Monarch?
W 2/8	Worksheet #9	1. Textbook: Chapter 28, pgs. 631—647	1. Creating the "Nation": Positives & Negatives

Week 6: M 2/13	Worksheet #10	1. Textbook: Chapter 26, pgs. 570—585	1. Stabilizing China
W 2/15	Worksheet #11	1. Textbook: Chapter 26, pgs. 585—592	1. Unifying Japan 2. The Closing of Japan

Week 7: M 2/20	HOLIDAY: NO CLASS		
W 2/22	Worksheet #12	1. Textbook: Chapter 27, pgs. 594—616	1. The Glory of the Islamic Empires

Week 8: M 2/27			<i>*Review for Exam #1</i>
W 2/29			EXAM #1

Week 9: M 3/5	Worksheet #13	1. Textbook, Chapter 29, pgs. 650—674	1. Creating Industrial Society
W 3/7	Worksheet #14	1. Textbook, Chapter 30, pgs. 676—701	1. The Manifest Destiny of the United States: Conflict & Decimation of the Native Americans

Week 10: M 3/12	Worksheets #15 & #16	1. Textbook: Chapter 31, pgs. 704—728	1. Societies at the Crossroads
W 3/14	Worksheet #17	1. Textbook: Chapter 32, pgs. 730—758	1. Building Global Empires

Week 11: M 3/19	Worksheet #18		1. The Problems of Empire
W 3/21	Worksheet #19	1. Textbook, Chapter 33, pgs. 760—788	1. The Great War

SPRING BREAK: 3/26—3/30

LAST DAY TO WITHDRAW WITH "W" ON TRANSCRIPT: TUESDAY, 3/27

Week 12: M 4/2	Worksheet #20		1. The End of the Great War
W 4/4	Worksheet #21	1. Chapter 34, pages 790—810	1. A Disillusioned Society: Effects of the Great War

Week 13: M 4/9			1. The Rise of Totalitarian
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			Regimes
W 4/11	Worksheet #22	1. Textbook: Chapter 35, pgs. 812—831	1. The Quest for Independence from Imperial Powers
Week 14: M 4/6	Worksheet #23	1. Textbook: Chapter 36, pgs. 834—840	1. The Origins of World War II
W 4/8	Worksheet #24	1. Textbook: Chapter 36, pgs. 840—853	1. Total War: The World Under Fire
Week 15: M 4/23			1. The Horrors of World War II
W 4/25	Worksheet #25	1. Textbook, Chapter 36, pgs. 853—861	1. The Cold War
Week 16: M 4/30	Worksheets #26 & #27	1. Textbook: Chapter 37, pgs. 864—888; Chapter 38, pgs. 890—924	1. The End of Empire 2. Our Global World: Where Do We Go From Here?
W 5/2			<i>*Review for Exam #2</i>

FINAL EXAM SCHEDULED FOR MONDAY, MAY 7, 2012 @ 3:30—5:30pm

“NO QUESTIONS ASKED” COUPONS FOR HISTORY 152

Life happens. Sometimes you just can't make it to class or you come to class, but didn't do your homework. Just attach one of these coupons to a late **homework worksheet**. You have 6 coupons that allow you to turn in 6 late homework worksheets. After you have used all your coupons, that's it. Please do not ask for special consideration because it is NOT fair to all the other students in class who have been faithfully attending class and doing their work regardless of life happening. It would be wise to save your coupons for those "rainy days" because once you have used your 6 NQA coupons, your grade will be affected since there will be no more turning in late worksheets **regardless of reason**. *Each unused coupon is worth 1 point extra credit.*

<p align="center">NQA Coupon #1 (No Questions Asked Coupon)</p> <p>Issued to _____</p> <p>This coupon allows person named above to turn in <u>1</u> worksheet late.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 6 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>	<p align="center">NQA Coupon #2 (No Questions Asked Coupon)</p> <p>Issued to _____</p> <p>This coupon allows person named above to turn in <u>1</u> worksheet late.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 6 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>
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<p align="center">NQA Coupon #3 (No Questions Asked Coupon)</p> <p>Issued to _____</p> <p>This coupon allows person named above to turn in <u>1</u> worksheet late.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 6 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>	<p align="center">NQA Coupon #4 (No Questions Asked Coupon)</p> <p>Issued to _____</p> <p>This coupon allows person named above to turn in <u>1</u> worksheet late.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 6 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>
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<p align="center">NQA Coupon #5 (No Questions Asked Coupon)</p> <p>Issued to _____</p> <p>This coupon allows person named above to turn in <u>1</u> worksheet late.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 6 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>	<p align="center">NQA Coupon #6 (No Questions Asked Coupon)</p> <p>Issued to _____</p> <p>This coupon allows person named above to turn in <u>1</u> worksheet late.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 6 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>
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