Instructor: Ryan J. Koo  
Class Schedule: TR, 4:00-5:15  
Contact: rkoo@hawaii.edu  
Office: Palanakila 134  
Phone: 265-9972, 236-9134  
Office hours: MW 9:00-10:00 am, MW 2:15-3:15 am, TR 3:00-4:00  
Section: 62179

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 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. (3 hrs.lect)  
WCC: FG

Foundation Requirements and Hallmarks

HIST 151 fulfills 3 credits in Group A of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both and 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 (SLOs) 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 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.

Instructor’s Note:

The world we live in today is more interconnected than ever before. Nonetheless, what we see today is merely the end result of a process that has been going on for thousands of years, namely, the movement and interaction of peoples and ideas across the globe. In this course we will trace the development of complex societies around the globe, starting from the beginning of recorded history and ending in the year 1500. In so doing we will focus on the ways in which people and ideas have been spreading around the globe, laying the foundation for the interconnected world that we live in today. The class will be broken up into lecture and discussion sessions.

Reading Handouts: (To be provided by instructor throughout course)
Sandars, *The Epic of Gilgamesh*
Narayan, *The Ramayana*
Van Gulik, *The Celebrated Cases of Judge Dee*

Course Objectives/Competencies:

Upon successful completion of HIST 151 the student should be able to:
- Distinguish the characteristics of the world’s major civilizations in their geographic settings
- Trace the development of traditional civilizations and recognize their enduring influences
- Describe global processes (agri/urban revolutions, migration, disease, imperialism, colonialism, etc.)
- Describe interactive roles which social, religious, political, economic, technological forces have played amongst the civilizations of the world
- Discuss the historical dimensions of contemporary world affairs and issues
- Discuss the role of intercultural contacts and interactions
- Describe the different interpretations and understandings of history in different regions of the world

Attendance:

Attendance is mandatory and expected. Only excused absences will be allowed. If you must miss class, it is necessary to contact the instructor BEFORE the missed class.
Course Requirements:

Students will be required to take one mid-term and one final exam based on the lectures, and relevant information from textbooks and assigned readings. Students will also be required to complete a number of quizzes, in-class assignments, and homework assignments on various readings. Finally, the students will be required to produce ONE short literary review paper (5-7 pages) based on your choice of the three books assigned throughout the semester. The paper will be due exactly TWO WEEKS after the day of the discussion for that particular book. If it is late, it will drop one grade per late day. Failure to complete the paper will most likely result in a failure for the class. You will receive more information about the papers later in the semester. All papers must be submitted through Laulima as well as a hard copy to me in class to receive any credit!!

Class Etiquette:

This is a learning environment, so be respectful to your classmates. No electronic devices (phones, dictionaries, PSP, etc) allowed in the class while in session. Please don’t make me enforce this. However, questions, no matter how big or small, complicated or simple, are essential. Please ask questions during class!!

Grading:

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<td>Midterm:</td>
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<td>Final:</td>
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<td>Quizzes/Assignments/Participation:</td>
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<td>Short Review Paper:</td>
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<td><strong>Total</strong></td>
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Grade Scale:

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<th>Grade</th>
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<tr>
<td>A</td>
<td>360-400</td>
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<td>B</td>
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Be aware that CHEATING and PLAGIARISM are considered ACADEMIC FRAUD under the Student Code of Conduct. Ignorance of what constitutes plagiarism is no excuse. Any student caught cheating or plagiarizing will receive a failing grade for this course.

In case INSTRUCTOR is DELAYED, students are requested to wait 15 minutes after the scheduled start of class; thereafter, they are free to leave if instructor has not arrived. Check the office first to see if instructor can be found.

INCOMPLETES are not granted for this course except under the most extreme of circumstances. Students will be expected to repeat the course if work is incomplete and a passing grade is not achieved.
Statement on Student Responsibilities

In instructional activities, students are responsible for meeting all of the instructor's attendance and assignment requirements. Failure to do so may affect their final grade. In all college-related activities, including instruction, they must abide by the college's codes and regulations, refraining from behavior that interferes with the rights and safety of others in the learning environment. Finally, if they decide to file a grievance, they are fully responsible for providing proof that they have been wronged.

Disability Support Services: If you have a documented disability and have not voluntarily disclosed the nature of your disability and the support you need, please come and see me immediately.

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.

CONSULT instructor if you need help, advice, encouragement, or have questions about the course. See me during office hours or make an appointment if scheduled hours are inconvenient.

ADVICE?

Learn to admit when you don’t know something, and NEVER be afraid to ask questions. Remember: there are no stupid questions! The best three word phrase to utilize this semester is simply, “I don’t know.” Be brave enough to admit that and you will go far in life!

Socrates: [...] οὖτος μὲν οἴεται τι εἰδέναι οὐκ εἶδόως, ἐγὼ δὲ, ὅσπερ οὖν οὐκ οἶδα, οὐδὲ οἶμαι

– This man, on one hand, believes that he knows something, while not knowing [anything]. On the other hand, I – equally ignorant – do not believe [that I know anything].

Which person would you rather be? The one who pretends to know everything? Or the one brave enough to admit that they do not?
LECTURE SCHEDULE

Part I. Early Complex Societies, 3500-500 BCE

Jan 8  Introduction to World History, Syllabus, Etc.
Reading: **Handout #1: Women’s History of the World (Laulima)**
10  Before History
   (Bentley and Ziegler, chap 1)
15  Migrations and Early Human History
   (Bentley and Ziegler, chap 2)
   **Discuss: Women’s History of the World**
17  Foundations of Complex Societies
   (Bentley & Ziegler, chap. 2)
22  **Discuss: Epic of Gilgamesh**
24  Early African Societies
   (Bentley & Ziegler, chap. 3)
   **MAP QUIZ**
29  Early Societies in South Asia
   (Bentley & Ziegler, chap. 4, 9)
31  Early Societies in South Asia (cont)
   (Bentley & Ziegler, chap. 4, 9)

Feb 5  Early Societies in East Asia
   (Bentley & Ziegler, chap. 5, 8)
7  Early Societies in Americas and Oceania
   (Bentley & Ziegler, chap. 6)

Part II. The Formation of Classical Societies, 500 BCE – 500 CE.

12  The Empires of Persia
   (Bentley & Ziegler, chap. 7)
14  The Unification of China
   (Bentley & Ziegler, chap. 8)
19  State and Society in India
   (Bentley & Ziegler, chap. 9)
21  **Discuss: Ramayana**
   Mediterranean Society: Greek Phase
   (Bentley & Ziegler, chap. 10)
26  Study Session: Midterm exam
28  **MIDTERM EXAM**
March 5  Mediterranean Society: Roman Phase
   (Bentley & Ziegler, chap. 11)

Part III. The Post Classical Era, 500-1000 CE.

7  The Christian Commonwealth of Byzantium
   (Bentley & Ziegler, chap. 12, 13)
12  The Expansive Realm of Islam
   (Bentley & Ziegler, chap. 14)
   **Discuss: Handout: Islam and Christianity**
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| 14 | Resurgence of Empire in East Asia  
(Bentley & Ziegler, chap. 15) | Discuss: *The Celebrated Cases of Judge Dee* |
| 19 | Nomadic Empires and the Eurasian Integration  
(Bentley & Ziegler, chap. 18) |   |
| 21 | States and Societies of Sub-Saharan Africa  
(Bentley & Ziegler, chap. 19) | SPRING BREAK!!!! |
| 26 | SPRING BREAK!!!! |   |
| 28 | SPRING BREAK!!!! |   |
| April 2 | Christian Western Europe during the Middle Ages  
(Bentley & Ziegler, chap. 17, 20) |   |
| 4 | Worlds Apart: The Americas and Oceania  
(Bentley & Ziegler, chap. 21) | SPRING BREAK!!!! |
| 9 | Reaching Out: Cross Cultural Interactions  
(Bentley & Ziegler, chap. 22) |   |
| 11 | Discuss: *Handout # 3 The Fortunate Isles* |   |
| 16 | TBA |   |
| 18 | TBA |   |
| 23 | TBA |   |
| 25 | TBA |   |
| 30 | Study Session for Final Exam |   |

**Final Exam:** May 7th, 4:00–6:00, same room
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<th>Event</th>
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<tr>
<td>New Year's Day (Observed)</td>
<td>Jan 1, 2013</td>
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<tr>
<td>Last Day of Regular Registration, Spring</td>
<td>Jan 6, 2013</td>
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<td>First Day of Instruction, Spring</td>
<td>Jan 7, 2013</td>
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<td>Late Registration begins, Spring</td>
<td>Jan 7, 2013</td>
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<td>In-Person Add/Drop Fee Begins, Spring</td>
<td>Jan 7, 2013</td>
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<td>Last Day to Add, Late, Register, Spring</td>
<td>Jan 11, 2013</td>
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<td>Last Day for 100% Refund, Spring</td>
<td>Jan 11, 2013</td>
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<tr>
<td>Dr. Martin Luther King Jr. Day</td>
<td>Jan 21, 2013</td>
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<tr>
<td>Last Day for 50% Refund, Spring</td>
<td>Jan 28, 2013</td>
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<td>Last Day to Withdraw without a &quot;W&quot; Grade, Spring</td>
<td>Jan 28, 2013</td>
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<tr>
<td>Presidents' Day</td>
<td>Feb 18, 2013</td>
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<tr>
<td>Excellence in Education (first Friday in March)</td>
<td>Mar 1, 2013</td>
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<tr>
<td>Last Day to Make up an &quot;I Grade&quot; from Previous Fall</td>
<td>Mar 21, 2013</td>
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<tr>
<td>Spring Recess, Day One (the Monday of the week with Prince Kuhio day)</td>
<td>Mar 25, 2013</td>
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<td>Spring Recess, Day Two</td>
<td>Mar 26, 2013</td>
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<td>Spring Recess, Day Three</td>
<td>Mar 27, 2013</td>
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<td>Spring Recess, Day Four</td>
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<td>Spring Recess, Day Five</td>
<td>Mar 29, 2013</td>
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<td>Prince Jonah Kuhio Kalanianaole Day</td>
<td>Mar 26, 2013</td>
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<td>Last Day to Withdraw with a &quot;W&quot; Grade, Spring</td>
<td>Mar 21, 2013</td>
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<td>Last Day to Establish credit/no-credit and audit options, Spring</td>
<td>Mar 21, 2013</td>
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<td>First Day of Registration, Summer</td>
<td>Mar 29, 2013</td>
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<td>Good Friday</td>
<td>Mar 31, 2013</td>
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<td>Easter</td>
<td>Mar 31, 2013</td>
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<td>Commencement Program Deadline</td>
<td>Apr 15, 2013</td>
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<td>Last Day of Instruction, Spring</td>
<td>May 1, 2013</td>
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<td>Last Day to Certify for Graduation/Diploma Application</td>
<td>May 1, 2013</td>
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<td>Exam Period Begins, Spring</td>
<td>May 4, 2013</td>
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<td>Exam Period Ends, Spring</td>
<td>May 9, 2013</td>
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<td>Grades are Due, Spring</td>
<td>May 14, 2013</td>
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<td>Last Day of the Semester, Spring</td>
<td>May 10, 2013</td>
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<td>Faculty Duty End Date, Spring</td>
<td>May 13, 2013</td>
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<td>Commencement</td>
<td>May 11, 2013</td>
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World History
Literary Review Papers:
Instructions

Despite the differences in context and themes of the different books assigned for world history, there are some basic things that I am looking for in these papers. First of all, although you will need to include some breakdown of the text, this is NOT a book report. We all read the book so I do not need a summary of the text. Instead, think of it as an historical analysis of the text. Second, you must include some basic history of the context of the book. For example, if the story takes place in India, you should describe the society of India as presented in the class lectures and textbook.

Or in other words,

1. Explain the historical context of the book. You can achieve this by answering a few easy questions. For example, when and where does the book take place? What is the background of the story? What is going on behind the scenes? Does the story take place during a particularly important historical event or period?

2. Explain how the story helps you better understand world history. You can achieve this by using certain events, characters, and themes of the book throughout your paper. For example, how do the characters illuminate what is going on historically? What does the book teach you about the culture, society, and politics of the region? Or, if applicable, how does the book help you better understand a particular religion or philosophy?

You can think of the paper basically as a reaction piece. Do not worry about discussing the whole book, or the entire history of the region. This is unreasonable considering the length of the paper. Instead, concentrate on a few themes—whether political, cultural, or social is up to you—and use the text to explain to me how it has helped you better understand world history, or at least the micro-history of whatever time period the book discussed.

The paper should be somewhere between 5 and 7 pages (feel free to go over!), and should try to address the points explained above. Be sure to include an introduction, thesis, and conclusion in your papers. Other than that, I do not really care about the format of the paper. MLA, APA, or any other recognized format is acceptable. I only expect you to remain consistent in your format, using one inch margins, double spaced, and 12 point font. So if you start by using an MLA format, do not switch to APA halfway through the paper. No bibliography is required, although if you do use another source other than the textbook or the assigned reading, please include a works cited page.

HINT: The best papers are those that can balance the themes above in a clear and organized fashion. You should also use as many direct quotes or examples from the text to support your ideas throughout the paper. Feel free to look at the example papers on Laulima. These papers are from Southeast Asian history class that I taught in the past. These papers, while not perfect, best reflect what I am looking for in your literary reviews. They both give an excellent discussion of the historical content, as well as provide numerous quotes and anecdotes from the stories in order to explain how the texts helped each student understand the history of the region (in their case, Southeast Asia). While your papers might not be as long or detailed, these are prime examples of the style of paper I hope you will produce. If you have any questions regarding these instructions, feel free to contact me in person or by email.
See below for individual paper assignments

**Paper # 1. The Epic of Gilgamesh**

1. The Epic of Gilgamesh is probably the earliest written story in the entire world. Write a paper in which you first describe the ancient civilizations of Mesopotamia. In doing so you should explain when and where the civilization developed, as well as describe some of the characteristics of the cities, kingdoms, and empires. Then turn your attention to the story itself. You may pick a topic or a theme to consider on your own (with instructor approval), or you may consider one the following questions. In either case, use the story (quotes, anecdotes, events, etc) in order to answer ONE of the following question options.

**Questions to Consider**

1. Ancient Mesopotamian society was dominated by the gods. As mentioned in class, this ancient world was vastly different than the world we live in today. It was a world dominated by gods, spirits, and dead ancestors. Write an essay in which you focus on the gods in *The Epic of Gilgamesh*. What roles did the gods play in the life of Mesopotamians? What traits did you find in the different gods mentioned in the text? What do you make of the story of the Bull of Heaven? Humbaba? Ishtar? How do the gods react to the actions of Gilgamesh and Enkidu? What lessons/morals are presented through the *Epic of Gilgamesh*? Be sure to back up your arguments with quotes or examples from the text.

2. Historians now use the *Epic of Gilgamesh* as an historical document, despite its rather mythical content. Using your newly found talents of historical interpretation, write an essay that explains how historians might use this document in order to uncover the “truth” of history. In doing so, be sure to mention some of the most famous episodes in the text. For example, what do you make of the initial clash between Gilgamesh and Enkidu? What might the story of the Humbaba and the Cedar forest represent? Could the story of Ishtar and the Bull of Heaven represent actual historical events? How might an historian interpret the story of the flood given the almost identical biblical story of Noah’s Ark? Be sure to back up your arguments with quotes or examples from the text.

3. Create your own topic!!! However, be sure to check with me before choosing a topic of your choice.
Paper # 2. *The Ramayana*

1. The *Ramayana* is one of the oldest epic poems in the entire world. One of two epics composed in India during the late BCE period, the *Ramayana* is a story that explains many aspects of ancient Indian history, culture, and religious beliefs. Write a paper in which you first describe the ancient civilization and society in India. In doing so you should explain when and where the society developed, as well as describe some of the social (think caste) and religious (think Vedic Brahminism and Hinduism) systems that developed throughout the subcontinent. Then turn your attention to the story itself. You may pick a topic or a theme to consider on your own (with instructor approval), or you may consider one the following questions. In either case, use the story (quotes, anecdotes, events, etc) in order to back up the arguments presented in your paper.

**Questions to Consider**

1. One of the most important themes that we find in the *Ramayana* is the concept of dharma. Write an essay in which you concentrate on the use of dharma throughout the text. What does this term mean? How is it represented in the text? What kinds of lessons can one learn about the role of dharma in Indian society as presented in the different characters of the epic? For example, what is Rama’s main dharma in the epic? In what ways is King Dasaratha’s dharma challenged within the story? What is the dharma of Sita? Lakshmana? Baratha? Ravana? Etc. Do we see any episodes where Rama’s (or any other character’s) actions (karma) seem to diverge from his cosmic duties (dharma)? Be sure to back up your arguments with quotes or examples from the text.

2. Ancient Indian society is arguably one of the most patriarchic (male-dominated) societies of the old world. The *Law Book of Manu*, for example, describes women as chattel, or as property to be bought and sold by men. Moreover, child marriage and sati (widow burning), while arguably not the norm, were common enough to be referenced numerous times throughout Indian history. Even within the great epic *Ramayana*, there are countless references to men and women’s roles in the society, references that consistently hint at a very patriarchal society. Write an essay in which you concentrate on the theme of patriarchy and the role of women in Indian society. In doing so, be sure to explain how the epic portrays the different women characters in the text, as well as their relationship to the men in the text. For example, what do you make of the character of Sita? Soorponaka? Kaikeyi? Kooni? What does Sita have to do at the end of the epic to prove herself to Rama? How should we interpret that scene? What “crime” did Alhalya commit, and do you agree with her punishment? What lessons do women learn from reading the *Ramayana*? Be sure to back up your arguments with quotes or examples from the text.

3. Create your own topic!!! However, be sure to check with me before choosing a topic of your choice.
Paper # 3. The Celebrated Cases of Judge Dee

The Celebrated Cases of Judge Dee tells the story of a Chinese district magistrate named Dee Goong-an, or as we know him in English, Judge Dee. Set in Tang Dynasty China, the “golden age” of Chinese history, the tale is at its heart a detective novel or murder mystery, through which the reader follows Judge Dee as he investigates a string of murders in the district of Chang-ping. But as a student of Chinese history, Judge Dee also provides an extra bonus—an excellent look at Chinese traditional society. Write an essay in which you first EXPLAIN THE HISTORICAL CONTEXT of China leading up to the Tang Dynasty (or in other words, describe history of China since the Han Dynasty, and what Chinese society was like by the time of the Tang Dynasty). Once this is done, answer ONE of the following paper topics.

Questions to Consider (in addition to the historical context above)

1. By at least the end of the Han Dynasty (ca. 220 CE), China adopted Confucianism and had begun to apply its principles throughout its government and its society. By the Tang Dynasty, it had become institutionalized as the state-ideology of China. The entire administrative system was based on Confucian principles, and every official, from the emperor himself down to the lowest official in the district, was well versed in the Confucian classics. The examination system, based on Confucianism, was the only way one could work for the government. The official in China was expected to be a junzi—a moral and righteous individual—and the examination system was designed to produce such individuals. Write in essay in which you discuss Confucianism as it is presented throughout The Celebrated Cases of Judge Dee. Consider the character of Judge Dee. How does he help you understand the role of the scholar-official in traditional Chinese society? What were his duties? What was his relationship like with the people of Chang-ping? What made a person elite in Tang Dynasty China? Do you see any of the “five-relationships” throughout the story? Is patriarchy, itself a large component of Confucianism, present anywhere in the text?

2. As discussed in class, the Warring States period in China gave rise to literally hundreds of different philosophies, but only a few became relevant to Chinese culture and society in the long run. Two of these philosophies were known as Legalism and Daoism. And while it is clear that Confucianism was the most important philosophy throughout China’s long history, Chinese systems of law and order borrowed heavily from early Legalist principles (especially the idea of harsh punishments!), and Daoism had an incredible impact on Chinese conceptions of spirituality and religion. Write and essay in which you discuss Legalism and Daoism (or spirituality in general) as it is presented in The Celebrated Cases of Judge Dee. What is the Chinese legal system like? How did one become guilty in China? What were the punishments for crimes in Tang Dynasty China? Where do you see spirituality at work in the text? Would you consider Judge Dee to be a spiritual person? What is the role of the supernatural in the story?

3. Create your own topic!!! However, be sure to check with me before choosing a topic of your choice.