HIST 151: World Civilizations I
Windward Community College
Fall 2014
(Cohort with IS 103, Thomas Doi)

Instructor: Ryan J. Koo
Supplemental Instructor: Jessica Jimenez
Class Schedule: MW, 8:30-9:45 AM
Contact: rkoo@hawaii.edu
Office: Palanakila 134
Phone: 265-9972 (cell), 236-9134
Office hours: MW 11:30 AM-12:30 PM, TR 1:30-2:30 PM,
Section: 62089

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. There will be on average ONE assignment per week.

Textbook and Reading/Discussion Assignments: These assignments are based on the various readings throughout the semester (based on textbook and supplemental readings) and consist of short essay/paragraph style answers. These assignments are worth 15-20 points each. There is roughly one assignment per week throughout the entire semester. Due dates for the Textbook Assignments are listed in the Class Schedule (located at end of syllabus). The Reading/Discussion Assignments are ALWAYS due exactly ONE week after the discussion of the particular book/article (also listed on Class Schedule). All assignments can be found on Laulima.

Identifications: Short identification assignments are scattered throughout the semester (refer to Class Schedule) and task you to identify various historically significant people, places, or events. You will have to write a lengthy paragraph that answers the following questions: who, what, when, where, and why is this person, place, or event historically significant. There will be on average one identification assignment per week. Each short identification assignment is worth 5 points.

Reading Quizzes: These quizzes will ALWAYS fall on the day marked “discuss” on our Class Schedule. These are short multiple choice quizzes that assess whether you read the material or not. Each quiz is worth 5 points.

Map Quiz: The map quiz is worth 15 points and must be completed in the Library’s Testing Center by the date listed in the Class Schedule.

Advice for success: The best way to succeed in this class is to come every day and finish everything listed above. What a concept! If you finish all the work, it is guaranteed that you will pass the class. If you miss a lot of work, the opposite is also true. Please finish all assignments on time. I accept late work, but 10% of point value will drop every day that it is late. You have a class schedule on this syllabus so there should be no surprises, and no excuses for missed work!!

Supplemental Instruction: We are very fortunate this semester to have an SI for History 151! Jessica Jimenez is former student who has volunteered to return to help you with History 151! What this means is that each week she will hold optional study sessions to supplement the instruction you receive during our regular class time. I strongly urge you to utilize this incredible asset, as she can help you with the information delivered in lecture and in the textbook, study for quizzes and exams, and with homework assignments.

MySuccess: At Windward community college we want every student to be successful. MySuccess is a system wide effort that seeks to support students early in the semester when they first begin experiencing difficulty in class. If I feel that you’re having difficulty in my class within the first few weeks of the semester (e.g. missing class, missing assignments, or low test scores) and working together to address your challenges shows that you would really benefit from being connected to resources outside of the classroom, I may refer you to your assigned counselor. Once referred, MySuccess will:

- Call you and send an email to your Hawaii.edu account to let you know about my referral; and
- have a Counselor follow up with you by phone or by email to find out what kinds of help you might need and connect you with the necessary resources to help you devise a strategy for success.
I will not refer you without telling you. However, if I do refer you, know that I am doing so in an effort to connect you with all of the help you may need to do well this semester as your success is important to me.

**Grading:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>100 pts</td>
</tr>
<tr>
<td>Final</td>
<td>100 pts</td>
</tr>
<tr>
<td>Reading Based Assignments</td>
<td>165 pts</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>30 pts</td>
</tr>
<tr>
<td>Map Quiz</td>
<td>15 pts</td>
</tr>
<tr>
<td>Identifications</td>
<td>90 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500 pts</strong></td>
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**Grade Scale:**

- 450-500: A
- 400-449: B
- 350-399: C
- 300-349: D
- 0-299: F

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.

SUPPORT SERVICES are available across the campus in a variety of forms if you need extra help. From tutoring services in TRIO and in the library, to writing labs and instructor’s office hours, there are many different options available to you if you are struggling with the material, or if you just need a little help. Please come to me as soon as you have an issue! The WORST thing you can do is to say nothing. I am usually flexible when it comes to your needs, all you need to do is ask!

Know Thyself!!!!!!

This will be your mantra this semester. You are not only here to learn about the world, but also about yourself. Here is a little advice that I found useful when I was a student (and now!). Learn to admit when you don’t know something, and NEVER be afraid to ask questions. The best phrase to utilize this semester is simply, “I don’t know, but I want to learn.” Be brave enough to admit that and you will go far in this class and in life!

Socrates: […] οὗτος μὲν οἶεται τι εἰδέναι οὐκ εἰδώς, ἔγω δὲ, ὥσπερ οὖν οὐκ οἶδα, οὐδὲ οἴμαι

– 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

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</table>
  Reading: **Handout #1: Women’s History of the World (Laulima)** |
| Aug 27 | Before History: Evolution and early hominids  
  (Bentley and Ziegler, chap 1)  
  **Identify:** Lucy |
| Sept 1 | HOLIDAY: Labor Day |
| Sept 3 | From Paleolithic to Neolithic  
  **Quiz:** Women’s History  
  **Discuss:** *Women’s History of the World*  
  **Identify:** Neolithic Revolution |
| Sept 8 | Early Societies in SW Asia and Indo-European Migrations  
  (Bentley and Ziegler, chap 2)  
  **Identify:** Hammurabi  
  **Due:** Textbook Assignment 1 |
| Sept 10 | Gilgamesh!!!!  
  **Quiz:** Gilgamesh  
  **Discuss:** *Epic of Gilgamesh*  
  **Due:** Women’s History Assignment |
| Sept 15 | Early African Societies and Bantu Migrations  
  (Bentley & Ziegler, chap. 3)  
  **MAP QUIZ:** Last Day to Take Map Quiz in Testing Center  
  **Identify:** Isis and Osiris |
| Sept 17 | Early Society in South Asia  
  (Bentley & Ziegler, chap. 4)  
  **Due:** Epic of Gilgamesh Assignment |
| Sept 22 | Early Society in East Asia  
  (Bentley & Ziegler, chap. 5)  
  **Identify:** Oracle Bones |
| Sept 24 | Early Societies in the Americas and Oceania  
  (Bentley & Ziegler, chap. 6)  
  **Due:** Textbook Assignment 2 |
| Sept 29 | Empires of Persia  
  (Bentley & Ziegler, chap. 7)  
  **Identify:** Darius |
### Part II. The Formation of Classical Societies, 500 BCE – 500 CE.

<table>
<thead>
<tr>
<th>Oct</th>
<th>Early Societies in East Asia</th>
<th>(Bentley &amp; Ziegler, chap. 8)</th>
<th><strong>Identify:</strong> Confucius</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>State, Society, and the Quest for Salvation in India</td>
<td>(Bentley &amp; Ziegler, chap. 9)</td>
<td><strong>Identify:</strong> Siddhartha Gautama</td>
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<tr>
<td>8</td>
<td>Ramayana!!!</td>
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<td><strong>Discuss:</strong> Ramayana</td>
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<td><strong>Due:</strong> Textbook Assignment 3</td>
</tr>
<tr>
<td>13</td>
<td>Mediterranean Society: The Greek Phase</td>
<td>(Bentley &amp; Ziegler, chap. 10)</td>
<td><strong>Identify:</strong> Alexander of Macedon</td>
</tr>
<tr>
<td>15</td>
<td>Study Session for Midterm!!!</td>
<td></td>
<td><strong>Due:</strong> Ramayana Assignment</td>
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<tr>
<td>20</td>
<td>Midterm Examination!!!!!!!</td>
<td></td>
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<tr>
<td>22</td>
<td>Mediterranean Society: The Roman Phase</td>
<td>(Bentley &amp; Ziegler, chap. 11)</td>
<td><strong>Identify:</strong> Augustus</td>
</tr>
<tr>
<td>27</td>
<td>Cross-Cultural Exchanges on the Silk Road</td>
<td>(Bentley &amp; Ziegler, chap. 12)</td>
<td><strong>Identify:</strong> Constantine</td>
</tr>
<tr>
<td>29</td>
<td>Expansive Realm of Islam</td>
<td>(Bentley &amp; Ziegler, chap. 13)</td>
<td><strong>Identify:</strong> Muhammad</td>
</tr>
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</table>

### Nov 3 Islam & Christianity Article (primary/secondary sources)

**Discuss:** Islam & Christianity Article  
**Due:** Textbook Assignment 4

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

<p>| Nov  | Resurgence of Empire in East Asia | (Bentley &amp; Ziegler, chap. 14) | <strong>Identify:</strong> Foot Binding |</p>
<table>
<thead>
<tr>
<th>Page</th>
<th>Topic</th>
<th>Note</th>
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</table>
| 10   | The Celebrated Cases of Judge Dee | Discuss: Judge Dee!!!  
Due: Islam & Christianity Assignment |
| 12   | India and the Indian Ocean Basin | (Bentley & Ziegler, chap. 15)  
Identify: Bhakti Movement |
| 17   | The Two Worlds of Christendom | (Bentley & Ziegler, chap. 16)  
Due: The Celebrated Cases of Judge Dee |
| 19   | Nomadic Empires and the Eurasian Integration | (Bentley & Ziegler, chap. 17)  
Identify: Chinggis Khan |

**Part IV. An Age of Cross-Cultural Interaction, 1000-1500 CE.**

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<th>Page</th>
<th>Topic</th>
<th>Note</th>
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</table>
| 24   | States and Societies of Sub-Saharan Africa | (Bentley & Ziegler, chap. 18)  
Due: Textbook Assignment 5 |
| 26   | The Increasing Influence of Europe | (Bentley & Ziegler, chap. 19)  
Identify: St. Thomas Aquinas |

**Dec 1**  
Crusades!!!!!!!!!!  
Discuss: Handout Crusades  
Identify: Pope Urban II

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<th>Page</th>
<th>Topic</th>
<th>Note</th>
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</table>
| 3    | Worlds Apart: The Americas and Oceania | (Bentley & Ziegler, chap. 20)  
Identify: Tenochtitlan |
| 8    | Reaching Out: Cross Cultural Interactions | (Bentley & Ziegler, chap. 21)  
Due: Crusades Assignment |
| 10   | Study Session for Final Exam | Identify: Zheng He |

**Final Exam:** Wednesday, Dec 17th, 8:30 AM-10:30 PM, same room
**Academic Calendar Fall 2014**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>First Day of Instruction, Fall</td>
<td>Aug 25, 2014</td>
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<tr>
<td>Late Registration begins, Fall</td>
<td>Aug 25, 2014</td>
</tr>
<tr>
<td>In-Person Add/Drop Fee Begins, Fall</td>
<td>Aug 25, 2014</td>
</tr>
<tr>
<td>Last Day to Add/Late Register, Fall</td>
<td>Aug 29, 2014</td>
</tr>
<tr>
<td>Last Day for 100% Refund, Fall</td>
<td>Aug 29, 2014</td>
</tr>
<tr>
<td>Labor Day</td>
<td>Sep 1, 2014</td>
</tr>
<tr>
<td>Last Day for 50% Refund, Fall</td>
<td>Sep 15, 2014</td>
</tr>
<tr>
<td>Last Day to Withdraw without a &quot;W&quot; Grade, Fall</td>
<td>Sep 15, 2014</td>
</tr>
<tr>
<td>General Election Day</td>
<td>Nov 4, 2014</td>
</tr>
<tr>
<td>Last Day to Make up an &quot;I Grade&quot; from Previous Spring</td>
<td>Oct 30, 2014</td>
</tr>
<tr>
<td>First Day of Registration, Spring</td>
<td>Nov 3, 2014</td>
</tr>
<tr>
<td>Last Day to Withdraw with a &quot;W&quot; Grade, Fall</td>
<td>Oct 30, 2014</td>
</tr>
<tr>
<td>Last Day to Establish credit/no-credit and audit options, Fall</td>
<td>Oct 30, 2014</td>
</tr>
<tr>
<td>Veterans' Day</td>
<td>Nov 11, 2014</td>
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<tr>
<td>Thanksgiving Day</td>
<td>Nov 27, 2014</td>
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<tr>
<td>Non-Instructional Day</td>
<td>Nov 28, 2014</td>
</tr>
<tr>
<td>Last Day of Instruction, Fall</td>
<td>Dec 11, 2014</td>
</tr>
<tr>
<td>Exam Period Begins, Fall</td>
<td>Dec 13, 2014</td>
</tr>
<tr>
<td>Exam Period Ends, Fall</td>
<td>Dec 18, 2014</td>
</tr>
<tr>
<td>Grades are Due, Fall</td>
<td>Dec 23, 2014</td>
</tr>
<tr>
<td>Last Day of the Semester, Fall</td>
<td>Dec 19, 2014</td>
</tr>
</tbody>
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