

**HIST 151: World Civilizations I
Windward Community College
Summer Session II, 2014**

Instructor: Ryan J. Koo
Class Schedule: MTWR, 10:00 AM -12:05 PM
Contact: rkoo@hawaii.edu
Office: Palanakila 134
Phone: 265-9972 (cell, texting is fine), 236-9134 (office)
Office hours: MTWR 12:05-1:00
Section: 61027

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:

As this is an accelerated summer course, you need to consider a few things regarding the pace of the class and the amount of work assigned over a six week period. To put it simply, **THIS WILL BE A TOUGH CLASS!!!!** There will be a massive amount of reading and writing every single day for six weeks, as well as a number of quizzes and exams during the same period. As such, before you commit your valuable time, energy, and MONEY to this class, you should read through this syllabus very carefully to be sure you are up to the task. If you read through it and are still up for the challenge, then let's figure out as much as week can about the first few thousand years of human history—that's right, I said thousands—in just 6 weeks! Wooooooo whoooooooooooooo!!!!!!

Texts: Bentley and Zeigler, *Traditions and Encounters: A Global Perspective on the Past, Vol. I*
Reading Handouts: (To be provided by instructor throughout course)
Sandars, *The Epic of Gilgamesh*
Narayan, *The Ramayana*

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. Work will **NOT** be accepted if you miss class without a valid excuse. If you must miss class, it is necessary to contact the instructor **BEFORE** class (email, call, text).

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 based on various readings in the textbook and the supplemental texts. There will be on average **ONE** assignment per day.

All work should be handed in **ON TIME** (at beginning of class, not the end!) and in a hard copy form. If you must send it as an electronic copy, you must use the **DROP BOX** in Laulima. **I WILL NOT ACCEPT PAPERS OVER EMAIL. IF YOU SEND ME YOUR WORK OVER EMAIL, I WILL NOT ACCEPT IT!!!!**

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 points each. Due dates for the **Reading/Discussion Assignments** are listed in the Class Schedule (located at end of syllabus). 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**. 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.

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!!

Class Etiquette:

This is a learning environment, so be respectful to your classmates. No electronic devices (phones/texting, games, 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:

Midterm:	100 pts
Final:	100 pts
Reading Based Assignments	75 pts
Reading Quizzes	25 pts
Identifications	100 pts
Total	400 pts

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!

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: [...] οὗτος μὲν οἶταί τι εἰδέναι οὐκ εἰδώς, ἐγὼ δέ, ὥσπερ 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

WEEK ONE

- JULY 7** Introduction to World History, Syllabus, Etc.
Reading: **Handout #1: *Women's History of the World* (Laulima)**
- 8 Before History: Evolution and early hominids
(Bentley and Ziegler, chap 1)
Identify: Lucy
From Paleolithic to Neolithic
Quiz and Discuss: *Women's History of the World*
- 9 Early Societies in SW Asia and Indo-European Migrations
(Bentley and Ziegler, chap 2)
Identify: Hammurabi
Early African Societies and Bantu Migrations
(Bentley & Ziegler, chap. 3)
Identify: Isis and Osiris
- 10 Gilgamesh!!!!
QUIZ and Discuss: *Epic of Gilgamesh*
Due: Women's History Assignment

WEEK TWO

- JULY 14** Early Society in South Asia
(Bentley & Ziegler, chap. 4)
Due: Epic of Gilgamesh Assignment
Early Society in East Asia
(Bentley & Ziegler, chap. 5)
- 15 Early Societies in the Americas and Oceania
(Bentley & Ziegler, chap. 6)
Identify: Maya
Empires of Persia
(Bentley & Ziegler, chap. 7)
Identify: Darius

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

- 16 State, Society, and the Quest for Salvation in India
(Bentley & Ziegler, chap. 9)
Identify: Siddhartha Gautama
- 17 Ramayana!!!!
QUIZ and Discuss: Ramayana

WEEK THREE

- JULY 21 Early Societies in East Asia
(Bentley & Ziegler, chap. 8)
Identify: Confucius
Due: Ramayana Assignment
- 22 Mediterranean Society: The Greek Phase
(Bentley & Ziegler, chap. 10)
Identify: Alexander of Macedon
- 23 Study Session (Midterm)
- 24 **MIDTERM EXAMINATION**

WEEK FOUR

- JULY 28 Mediterranean Society: The Roman Phase
(Bentley & Ziegler, chap. 11)
Identify: Augustus
Cross-Cultural Exchanges on the Silk Road
(Bentley & Ziegler, chap. 12)
Identify: Constantine
- 29 Expansive Realm of Islam
(Bentley & Ziegler, chap. 13)
Identify: Muhammad
Islam & Christianity Article (primary/secondary sources)
QUIZ and Discuss: Islam & Christianity Article

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

- 30 Resurgence of Empire in East Asia
(Bentley & Ziegler, chap. 14)
Identify: Foot Binding
- 31 India and the Indian Ocean Basin
(Bentley & Ziegler, chap. 15)
Identify: Bhakti Movement

WEEK FIVE

- 4 The Two Worlds of Christendom
(Bentley & Ziegler, chap. 16)
Due: Islam & Christianity Assignment
- 5 Nomadic Empires and the Eurasian Integration
(Bentley & Ziegler, chap. 17)
Identify: Chinggis Khan

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

- 6 States and Societies of Sub-Saharan Africa
(Bentley & Ziegler, chap. 18)
Identify: Mansa Musa
- 7 The Increasing Influence of Europe
(Bentley & Ziegler, chap. 19)
Identify: St. Thomas Aquinas
Crusades!!!!!!!!!!!!
QUIZ and Discuss: Handout Crusades
Identify: Pope Urban II

WEEK SIX

- 11 Worlds Apart: The Americas and Oceania
(Bentley & Ziegler, chap. 20)
Identify: Tenochtitlan
Due: Crusades Assignment
- 12 Reaching Out: Cross Cultural Interactions
(Bentley & Ziegler, chap. 21)
Identify: Zheng He
Identify: Christopher Columbus
- 13 **Study Session for Final Exam**
- 14 **Final Exam**