

HIST 152: WORLD HISTORY SINCE 1500

3 CREDITS

MW: 8:30—9:45am (CRN #60172) Palanakila 214

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
EMAIL ADDRESS:
EFFECTIVE DATE:

Malia Lau Kong
Palanakila 136
MW: 11:20—1:50pm
Also by appointment
236-9132
maliakon@hawaii.edu
Fall 2015

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

A global and historical survey focusing on human societies and cross-cultural interactions since 1500 C.E. (3 hours lecture)

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 in order to become better informed citizens and make our modern, global world more meaningful! As we look into the past, it may be helpful to view history as a movie—full of characters, with some playing significant roles and others playing supporting ones, drama, and significant events. Together, then, we will analyze this movie called history, highlighting the important individuals, concepts/ideas, places, societies, events, and all the drama that went along with this. As we explore the drama of the past, 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 be a combination of multiple choice, web/chart explanations, and essay. Study guides will be given out prior to exams to help you focus your preparation. Please note that the final exam will have an essay (which you will receive beforehand) that will utilize information learned throughout the semester. You will be allowed to use one double-sided, typed or printed, 4" x 6" notecard for each exam. **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 100 points.

- ✓ In-Class Current Events Relationship to History Read/Think/Write Logs: Complete thinking & writing logs on responses to specific readings, questions &/or hypothetical scenarios, & discuss with the class. These logs serve to clarify the relevancy of the past to the present. Each log will be turned in at the end of class. Collectively, these logs are worth a total of 40 points. *Since these logs are assigned to be completed & discussed in-class, if you are absent, you will need to make-up the points (minus the points earned for discussing the log in-class as this cannot be made up; this amounts to 25% of the total points of the log) by completing the log for the missed classed which will then be due in one week.*
- ✓ Complete **27** Homework Worksheets (HW). 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 answer, 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 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 **be** accepted until the **last day of instruction** though there will be a 0.25 point late penalty.
- ✓ Complete a variety of in-class activities that include primary source investigations, discussions, 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). 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 activities require being present for class to receive the points, if you are absent, you will need to make-up the points by completing an assignment for the missed classed which will then be due in one week. However, the points for any missed classes beyond the first **4** absences **will not** be able to be made up due to the collaborative nature of being present for these assignments, regardless of reason (unless, of course, the reason is that you have a documented case of illness or other extenuating circumstance).*
- ✓ 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 In-Class Exams | x 100 points each = | 200 points | (67% of final grade) |
| *In-Class Read/Think/Write Logs | = | 40 points | (13% of final grade) |
| *27 Homework Worksheets | x 1 point each = | 27 points | (9% of final grade) |
| *In-Class Activities (incl. in-class work, Respect, Part.) | = | 33 points | (11% of final grade) |
| | = | 300 points possible | |

***Everyone starts the class with an "A" (300 points)!
What you do with your "A" is now up to you!**

| To keep your | You can't lose more than | Which means |
|--------------|--------------------------|------------------------|
| A | 30 points | A = 270 points & above |
| B | 60 points | B = 240 points & above |
| C | 90 points | C = 210 points & above |
| D | 120 points | D = 180 points & above |

*You may keep track of your grade in our class's Laulima 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 120 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. **Please note that while it is acceptable to purchase an edition of the text other than the 5th edition, all chapters and information given in the class is geared towards the 5th edition.**

***Note: In the event that you go to the bookstore and the textbook is out of stock, you must place an order with the bookstore so that they can get it for you. Do not leave without placing an order!**

METHOD OF INSTRUCTION

- ❖ In order to prepare you for class, you will read the assigned readings, watch the assigned documentaries, and complete the required assignments BEFORE class (see the Class Schedule for reference). Class will then be devoted to **applying, analyzing, evaluating & synthesizing** what you learned about at home in a variety of student-centered activities (individual & group). In general, class will follow this format: 1)

Current Events Relationship to History Read/Think/Writes &/or Primary Source Investigations (15—20 minutes); 2) Questions & Activity Demonstration (15—20 minutes); 3) Activity or Activities (25—30 minutes); 4) Debriefing Discussion (5—20 minutes). In this way, then, 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 assignments are expected to be completed **before** class since class activities will “build” upon them.

- ❖ Make sure you adhere to the due dates to avoid the late penalty that is assessed for all late work. Furthermore, Exam #1 and Exam #2 **MUST** be taken on their scheduled dates, unless you made prior arrangements with me or had a valid emergency and contacted me in a timely manner. Communication is one of the keys to success in this class so please let me know if something is preventing you from completing the assignments for this class.
- ❖ The course will expect that you are able to independently read and comprehend the “facts” on your own. 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.). Furthermore, this class will utilize the **WRITING-ACROSS-THE CURRICULUM** pedagogy. In this pedagogy, you will use writing to help you critically think about history. By doing so, you will be gaining critical thinking skills that you can apply to all aspects of your life.

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.*

***Note: Double-check what chapter is assigned for the class before starting to read. We do not cover chapters chronologically until after the 1st Exam.*

| DATE | WORKSHEET(S) DUE ON THIS DAY | REQUIRED TEXTBOOK PREPARATION READINGS FOR THIS DAY | CORRESPONDING CLASSROOM TOPICS & EVENTS ON THIS DAY |
|-----------------|---|--|--|
| Week 1: 8/24 M | | | 1. Introduction to Class & One Another |
| 8/26 W | Worksheet #1 | 1. Textbook: Chapter 22, pgs. 462—490 | 1. Voyages of Discovery |
| 8/28 F | Last day to register; Last day for 100% refund | | |
| Week 2: 8/31 M | Worksheet #2 | 1. Textbook: Chapter 24, pgs. 522—531 | 1. Colliding Worlds I: The Spanish in Mexico |
| 9/2 W | Worksheet #3 | 1. Textbook: Chapter 24, pgs. 531—541 | 1. Colliding Worlds II: Europeans in North America |
| Week 3: 9/7 M | HOLIDAY: LABOR DAY | | NO CLASS |
| 9/9 W | | 1. Textbook: Chapter 24, pgs. 541—545 | 1. Colliding Worlds III: Europeans in the Pacific |
| Week 4: 9/14 M | Worksheets #4 & #5 Last day to drop & receive 50% refund; Last day to drop with NO "W" | 1. Textbook: Chapter 25, pgs. 548—568 | 1. Colliding Worlds IV: Europeans in Africa |
| 9/16 W | Worksheets #6 & #7 | 1. Textbook: Chapter 23, pgs. 492—520 | 1. The Transformation of Europe |
| Week 5: 9/21 M | Worksheet #8 | 1. Textbook: Chapter 28, pgs. 618—631 | 1. Enlightened Reality: The Age of Revolutions 2. Napoleon—Enlightened Ruler or Absolute Monarch? |
| 9/23 W | Worksheet #9 | 1. Textbook: Chapter 28, pgs. 631—647 | 1. Creating the "Nation": Positives & Negatives |
| Week 6: 9/28 M | Worksheets #10 & #11 | 1. Textbook: Chapter 26, pgs. 570—592 | 1. Stabilizing China 2. Unifying Japan 3. The Closing of Japan |
| 9/30 W | Worksheet #12 | 1. Textbook: Chapter 27, pgs. 594—616 | 1. The Glory of the Islamic Empires |
| Week 7: 10/5 M | | | <i>*Review for Exam #1</i> |
| 10/7 W | | | EXAM #1 |
| Week 8: 10/12 M | Worksheet #13 | 1. Textbook, Chapter 29, pgs. 650—674 | 1. Creating Industrial Society |
| 10/14 W | Worksheet #14 | 1. Textbook, Chapter 30, | 1. The Manifest Destiny |

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|------------------|--|--|---|
| | | pgs. 676—701 | of the United States: Conflict & Decimation of the Native Americans |
| Week 9: 10/19 M | Worksheets #15 & #16 | 1. Textbook: Chapter 31, pgs. 704—728 | 1. Societies at the Crossroads |
| 10/21 W | Worksheet #17 | 1. Textbook: Chapter 32, pgs. 730—758 | 1. Building Global Empires |
| Week 10: 10/26 M | Worksheet #18 | | 1. The Problems of Empire |
| 10/28 W | Worksheet #19 | 1. Textbook, Chapter 33, pgs. 760—788 | 1. The Great War |
| 10/30 F | Last day to drop with “W” on record | | |
| Week 11: 11/2 M | Worksheet #20 | | 1. The End of the Great War |
| 11/4 W | Worksheet #21 | 1. Chapter 34, pages 790—810 | 1. A Disillusioned Society: Effects of the Great War 2. The Rise of Totalitarian Regimes |
| Week 12: 11/9 M | Worksheet #22 | 1. Textbook: Chapter 35, pgs. 812—831 | 1. The Quest for Independence from Imperial Powers |
| 11/11 W | HOLIDAY: ELECTION DAY | | NO CLASS |
| Week 13: 11/16 M | Worksheet #23 | 1. Textbook: Chapter 36, pgs. 834—840 | 1. The Origins of World War II |
| 11/18 W | Worksheet #24 | 1. Textbook: Chapter 36, pgs. 840—853 | 1. Total War: The World Under Fire, Part I |
| Week 14: 11/23 M | | | 1. Total War: The World Under Fire, Part II |
| 11/25 W | | | 1. The Horrors of World War II |
| Week 15: 11/30 M | Worksheet #25 | 1. Textbook, Chapter 36, pgs. 853—861 | 1. The Cold War |
| 12/2 W | Worksheet #26 | 1. Textbook: Chapter 37, pgs. 864—888 | 1. The End of Empire |
| Week 16: 12/7 M | Worksheet #27 | 1. Textbook: Chapter 38, pgs. 890—924 | 1. Our Global World: Where Do We Go From Here? |
| 12/9 W | | | <i>*Review for Exam #2</i> |

FINAL EXAM SCHEDULED FOR WEDNESDAY, DECEMBER 16, 2015 @ 8:30—10:30 AM