

HISTORY 151: WORLD HISTORY TO 1500

3 credits

8-Week Hybrid Class Meeting on Thursdays 6:00—8:30pm (CRN 60451)

Palanakila 214

INSTRUCTOR:

Malia Lau Kong

OFFICE:

Palanakila 136

OFFICE HOURS:

MW: 11:20—1:50pm

Also by appointment

EMAIL:

maliakon@hawaii.edu

PHONE NUMBER:

236-9132

EFFECTIVE DATE:

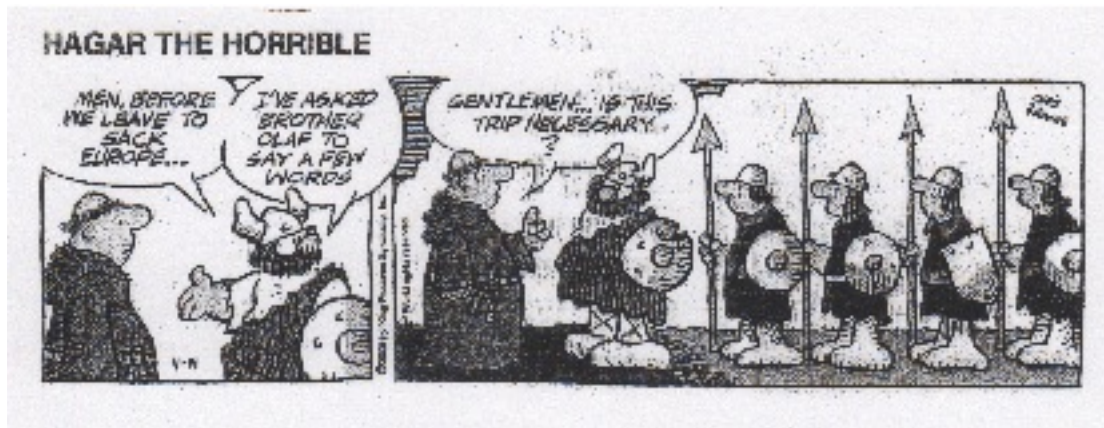
Fall 2015

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 to 1500 C.E. (3 hours lecture)
WCC: FG



FOUNDATION REQUIREMENT AND HALLMARKS

HIST 151 fulfills 3 credits in Group A 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 (SLOs) for the course are:

1. Identify important individuals, places, organizations and concepts in pre-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.



METHOD OF INSTRUCTION: HYBRID

Ask yourself if hybrid is the right method of instruction for you. If you are very independent, organized, focused, tech-savvy, enjoy working in groups and participating in discussions, you should do fine in a hybrid course. On the other hand, if these traits do not describe you, please seriously consider taking a traditional class.

- ❖ This course will expect that you are able to independently read, comprehend the “facts” on your own, complete the assignments, and navigate through Lualima with little guidance.
- ❖ Keeping on track is a must in this class. Always refer to the Class Schedule in this syllabus. It is very easy to fall behind in this class. Please don’t let this happen to you! You are about to learn the material at an accelerated pace. However, we will try our best to make this pace manageable. Nevertheless, the accelerated pace of the class means that we will be covering multiple chapters & topics, and completing various assignments per week. If this sounds overwhelming, then please drop the class.
- ❖ Check **ANNOUNCEMENTS** on the Main Page in Lualima for any announcements pertaining to our class. **Every Thursday, I will post an Announcement to introduce the Week’s topics & assignments (please note that our “week” will run from Thursday—Wednesday).** Furthermore, you should check your UH email account frequently (you are required to use your UH hawaii.edu email account; however, you can have your mail from this account forwarded to an email account that you more frequently use).
- ❖ Our class meets once a week (unless otherwise noted on the Class Schedule). At each class, I will introduce you to the material that you will then need to cover at home through reading and assignments. This will then give you a better preparatory foundation so that at home, you are better able to understand the assigned readings to read and complete the required assignments. Then, at the following class we will then spend part

of the time reviewing what you learned at home. This reviewing may be done through group discussion &/or in-class individual or group work.

- ❖ Make sure you adhere to the due dates to avoid the late penalty that is assessed for all late work. Note that you will have assignments that are either due online in Lualaba, by email, OR in-class (see Class Schedule for reference).

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, the class will focus on the **development of diverse cultures, similarities & differences** between these cultures, and the **connections & conflicts** that have arisen between these cultures.

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. Each Exam is worth 100 points total. Exam #1 will be taken in-class on the designated date. Exam #2 will be taken at-home in Lualaba during the designated time period. 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, short answer, &/or 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.
 - **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.**
- ✓ Complete **8** Primary Source Thematic Worksheets for homework to be turned in at class on designated days according to the class schedule. These worksheets will ask you to play the role of a historian by evaluating, analyzing, and reflecting upon assigned primary source readings. They are designed to introduce you to issues that will be covered in the following class period. Additionally, they also serve the purpose of developing your critical thinking and writing skills. At each class, you will receive a STAMP to indicate that you completed the "Complete for Homework" part of your worksheet on time. Do NOT complete the "Complete In-Class" part for homework (this will be done in-class). 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 up to 10 points (5 points for the homework part & 5 points for the in-class part) 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 **be** accepted until the **last day of instruction** though there will be a 2 point late penalty.

- ✓ Complete the **Real World Assignment: Cover Letter & Resume for a Historical Individual**. This assignment is worth 30 points total and will be due by or on **Wednesday, 10/15 by 11:59pm** and **emailed to me as a Word Document** (if you do not have Word, then you should email it to me either in PDF or RTF format). **The guidelines for this assignment are attached to this syllabus.**
 - For this assignment, you must pick a historical individual (pre-1500 CE; however, if you choose an individual from Hawai'i, it can be pre-1819 CE) that was also a proven warrior. Pretending that you are this person, you are to **create a cover letter and resume for this person if he/she were applying for a job. No more than one person per historical person. If you have a historical person in mind, you should sign up for that person ASAP by emailing me as it will be first come, first choice (you can also sign up in class but any emails received prior to your request will have first choice).** Be sure to check for a confirmation email from me regarding your choice. I will post a list of those chosen individuals in the Homepage of our Lualima site. Once the name of an individual is listed on the Homepage, you are no longer able to pick that person. If you are unsure of a historical person, please contact me. Real World Assignments submitted after the due date will be assessed a 5-point late penalty and will not be considered for the job.
 - After I receive all cover letters & resumes, I will post them in the "KickA** Industries Resumes" folder in the Resources icon in our Lualima site by Friday night, 10/16. You are then to read all resumes so that you can then come up with the 3 most qualified individual that you would hire (you can choose your own individual as one) so that you can then participate in the "**KickA** Industries Hiring Executives Discussion**" found in the "Discussion Board" icon in our class Lualima site by writing a 5—7 sentence post on the 3 individuals you would hire and why. In your post, you should explain each of the individual strengths of your chosen individuals (be as specific as possible when talking about these strengths) and how when these strengths are combined, they would make an undefeatable team. The due date for this post is **Wednesday, 10/21, by 11:59pm**. This post will be worth 5 points total. On **Friday, 10/23**, I will announce the 3 Most Qualified Individuals based on the 3 most chosen individuals in the Discussion. *The students who created the cover letters & resumes of the 3 chosen individuals will be awarded 5 points extra credit.*

- ✓ Complete **7** Video Exploration Assignments found in the "Assignments" icon in Lualima. Assignments assigned for the week will always be due on the **following Wednesday by 11:59pm** of the week in which it was assigned. You will have access to all assignments starting on the first day of class in case you would like to complete them ahead of the week in which they are assigned for. These assignments deal with you watching historical documentaries found on YouTube (links to which are in both our Lualima site's Homepage and in the Assignment itself) and answering questions based on these documentaries. Note that **you are to submit your answers for each Assignment online in the Assignments icon**. You have a hardcopy of the questions asked for the first 5 documentaries to watch in your Course Reader and a hardcopy of all questions asked for the last 2 documentaries to watch in the Resources icon in Lualima, click on the "Questions for Documentaries" folder. Please note that these hardcopies are for your reference only, as you may wish to take notes on them while you watch the corresponding documentary. You will thus still need to submit your answers in the "Assignments" icon in Lualima in the corresponding Video Exploration Assignment. The documentary links for each Video assignment is found in the corresponding Video assignment in the "Assignments" icon in Lualima or on the homepage of our Lualima class site. Please note that late Video Exploration Assignments will continue to be accepted in Lualima until the last day of instruction; however, all assignments completed after the due date will be assessed a late penalty of 25% of the total points given for the assignment. The amount of points each of these assignments in worth is varied depending on the number of questions asked in each assignment (1 point per question given). The 7 assignments total 34 points.

- ✓ Participate in ALL **5** Discussions found in the "Discussion Board" icon in our class Lualima site (click on "Discussion Board" icon in Lualima to access; then look for the assigned Discussion for the Week to participate in). Refer to the class schedule to see assigned Discussion(s) for the week. Discussions will be graded on how well you follow the guidelines listed below:
 - For each Discussion, you are to only REPLY to the post that I have up. In other words, after reading the post that I have set up as an introduction to the Discussion, please just click "reply."
 - The instructions will be this: in your reply, please 1) answer the question that I post in 2—3 complete sentences, and 2) respond to the student's response that directly precedes your

reply with 1—2 complete sentences. In other words, if you are the first student to reply to this post, then you are to 1) answer the question, and 2) reply to what I write about. Another example is if you are the 10th student to reply, then you will be 1) answering the question that I post below, and 2) replying to the reply of the 9th student. If you have any questions about this, please email me.

- Your **answer** to the question that I post should consist of 2—3 complete sentences that are ORIGINAL in thought (and not just a paraphrase of the comments that preceded it).
 - Your **response** to the student's response that directly precedes yours should consist of 1—2 complete sentences of **why** you agree or disagree with this student's response. In other words, don't just say you agree or disagree. Always **explain** your position.
 - Always be **mindful** that you are RESPECTFUL of what your classmates have to say. **Negative comments will NOT be tolerated.** *Please note that one of WCC's core values is Ho'ihi (Respect). This includes cultural awareness & aloha, student voice, 'ohana-style inclusiveness, and LGBTI Safe Zones. Discussion forums will NOT be used to discriminate against or put down your fellow students or other cultures & religions. If you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately (which could mean removal from class).*
 - Always **remember** that discussions are meant to provoke critical thinking on a given topic. Although you may disagree with what I or your fellow classmates have to say, I expect you to always be **respectful** in your disagreement.
 - Each Discussion is worth up to 3 points total. Assigned Discussion Posts for the week will always be due on the **following Wednesday by 11:59pm** of the week in which it was assigned. No late Discussion Posts will be accepted, regardless of reason due to the collaborative nature of this assignment. **ACCESS to the Discussion will be LIMITED** to Monday through Sunday for the week that it is assigned.
- ✓ Complete a variety of in-class activities. This includes thematic worksheets, primary source analyses, role-playing activities, focused free-writes, & synthesis writings. 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**. 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 2 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).**
- ✓ 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 whether in-class OR in posted in the Laulima Discussions. Furthermore, any inappropriate behavior, including trying to be the class-clown, will result in immediate expulsion from the class. **Always be respectful** of one another. Furthermore, one of WCC's core values is *Ho'ihi* (Respect). This includes cultural awareness & aloha, student voice, 'ohana-style inclusiveness, and LGBTI Safe Zones. Hence, if you conduct yourself in a way that disparages others, then you are in direct violation of the Student Code of Conduct and you will be dealt with appropriately (which could mean removal from class). Hence, please be respectful of your classmates, thus fostering a positive learning environment!

ASSESSMENT TASKS AND GRADING

*2 Exams	x 100 points each	=	200 points	(50% of final grade)
*In-Class Activities (incl. in-class work, Respect, Part.)		=	41 points	(10% of final grade)
*8 Thematic Worksheets	x 10 points each	=	80 points	(20% of final grade)
*Real World Assignment + Discussion		=	30 points	(7.5% of final grade)
*7 Video Exploration Assignments		=	34 points	(8.5% of final grade)
*5 Discussions	x 3 points each	=	15 points	(4% of final grade)
		=	400 points possible	

****Everyone starts the class with an “A” (400 points)!
What you do with your “A” is now up to you!***

To keep your	You can't lose more than	Which means
A	40 points	A = 360 points & above
B	80 points	B = 320 points & above
C	120 points	C = 280 points & above
D	160 points	D = 240 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 1—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 160 points is lost, an “F” for the class will result.)

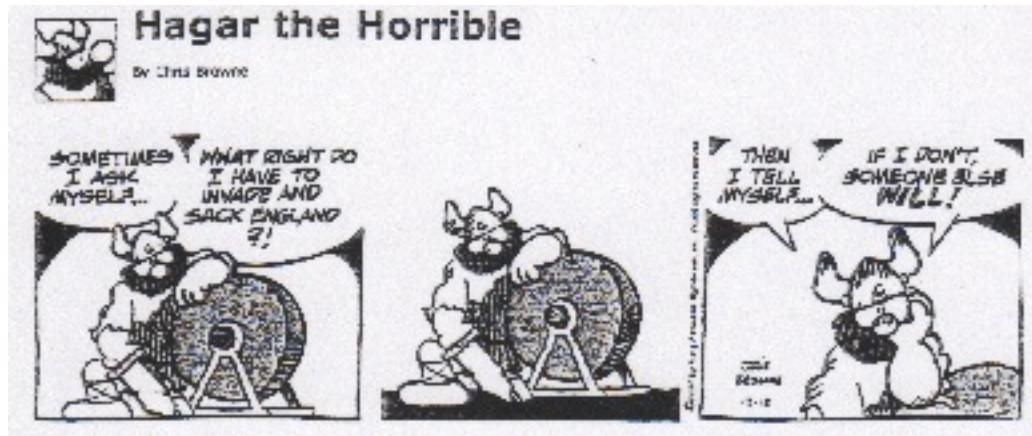
*The “N” grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared 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.

REQUIRED LEARNING RESOURCES TO PURCHASE

1. Edward H. Judge & John W. Langdon, Connections: A World History, Volume 1, 3rd Edition. Please note that while it is acceptable to purchase an edition of the text other than the 3rd edition, all chapters and information given is geared towards the 3rd edition. You may also purchase a used version of the text. (Abbreviated as TXT in the Class Schedule)

2. Course Reader & Workbook For Malia Lau Kong's HIST 151: World Civilization I Course. ***This course reader is only available from the WCC bookstore.*** It is ***STRONGLY recommended that you purchase this Course Reader as it is so much easier to read the sources contained within it in hardcopy format.*** However, should you choose to ***NOT*** buy the Course Reader, you can find a PDF copy of the Course Reader in the Resources folder in our class Lulima site. (Abbreviated as CR in class schedule).

****Note: In the event that you go to the bookstore and the textbook &/or Course Reader 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!***



*This class is designed to be accessible to ALL students. Thus, please take note of the following statement:

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*

*Schedule subject to change depending on time needed for each topic. All changes will be announced in class.

WEEK ONE: Thursday, 8/27 through Wednesday, 9/2:

- **ATTEND CLASS ON THURSDAY, 8/27 @ 6:00pm**
 - Class Introductions & Syllabus Review
 - Laulima Overview
 - Lesson #1 (Chapter 1 in Textbook)
 - Introduction to Complex Society in the Near East: Mesopotamia & Egypt (Lessons #2, #3, #4)
- **TO DO @ HOME:**
 - Look over Chapter 1 in textbook if clarification of Lesson #1 needed
 - Read Chapter 2 in Textbook
 - Look through the textbook, Course Reader, search the internet to find your historical warrior for the Real World Assignment: Cover Letter & Resume Assignment. As soon as you find your historical warrior, please let me know ASAP as no two students can have the same historical warrior.
 - **WORK DUE IN LAULIMA BY WEDNESDAY, 9/2 @ 11:59pm**
 - Complete the "Iraq: Cradle of Civilization Video Exploration Assignment" found in the "Assignments" icon on the left side of the screen in Laulima
 - Complete the "Egypt: The Habit of Civilization Video Exploration Assignment" found in the "Assignments" icon on the left side of the screen in Laulima
 - Post in the "Week One: Introduce Yourself!" Discussion Forum found in the "Discussion Board" icon on the left side of the screen in Laulima
 - **WORK DUE @ NEXT CLASS ON THURSDAY, 9/3**
 - Primary Source Thematic Worksheet: Barbarism vs. Civilization—The Assyrians

WEEK TWO: Thursday, 9/3 through Wednesday, 9/9:

- **ATTEND CLASS ON THURSDAY, 9/3 @ 6:00pm**
 - Review: Lessons #2, #3, #4 (Chapter 2 in Textbook)
 - Barbarianism vs. Civilization
 - Introduction to Complex Society in India & China (Lessons #5 & #6)
- **TO DO @ HOME:**

- Read Chapters 3 & 4 in Textbook
- **WORK DUE IN LAULIMA BY WEDNESDAY, 9/9 @ 11:59pm**
 - Complete the “India: The Empire of the Spirit Video Exploration Assignment” found in the “Assignments” icon on the left side of the screen in Laulima
 - Complete the “China: The Mandate from Heaven Video Exploration Assignment” found in the “Assignments” icon on the left side of the screen in Laulima
- **WORK DUE @ NEXT CLASS ON THURSDAY, 9/10**
 - Primary Source Thematic Worksheet: Freedom vs. Security—The Qin Dynasty

WEEK THREE: Thursday, 9/10 through Wednesday, 9/16:

- **ATTEND CLASS ON THURSDAY, 9/10 @ 6:00pm**
 - Review: Lessons #5 & #6 (Chapters 3 & 4 in Textbook)
 - Freedom vs. Security
 - Lessons #7, #8, & #9 (Chapters 5 & 6 in Textbook)
 - Introduction to Ancient Greece (Lessons #10, #11, #12)
- **TO DO @ HOME:**
 - Look over Chapters 5 & 6 in textbook if clarification of Lessons #7 & #9 needed
 - Read Chapter 7 in Textbook
 - **WORK DUE IN LAULIMA BY WEDNESDAY, 9/16 @ 11:59pm**
 - Post in the “Week Three: Ancient Hawai‘i Discussion” forum found in the “Discussion Board” icon on the left side of the screen in Laulima
 - Complete the “The Spartans & Athenians Video Exploration Assignment” found in the “Assignments” icon on the left side of the screen in Laulima
 - **WORK DUE @ NEXT CLASS ON THURSDAY, 9/17**
 - Primary Source Thematic Worksheet: Freedom vs. Security—The Spartans
 - Primary Source Thematic Worksheet: Freedom vs. Security—The Athenians

WEEK FOUR: Thursday, 9/17 through Wednesday, 9/23:

- **ATTEND CLASS ON THURSDAY, 9/17 @ 6:00pm**
 - Review: Lessons #10, #11, #12 (Chapter 7 in Textbook)
 - Freedom vs. Security
 - Review for Exam #1
- **TO DO @ HOME:**
 - Study for Exam #1 & create your 4”x6” notecard, double-sided, typed or printed to use on the Exam

WEEK FIVE: Thursday, 9/24 through Wednesday, 9/30

- **ATTEND CLASS ON THURSDAY, 9/24 @ 6:00pm**
 - **Take Exam #1**
 - Introduction to Ancient Rome & Medieval Europe (Lessons #13, #14, #15, #16)
- **TO DO @ HOME:**
 - Read Chapters 8, 9, & 10 in Textbook
 - **WORK DUE @ NEXT CLASS ON THURSDAY, 10/1**
 - Primary Source Thematic Worksheet: Barbarism vs. Civilization—The Romans
 - Primary Source Thematic Worksheet: Freedom vs. Security—The Romans

WEEK SIX: Thursday, 10/1 through Wednesday, 10/7

- **ATTEND CLASS ON THURSDAY, 10/1 @ 6:00pm**
 - Review: Lessons #13, #14, #15, & #16
 - Barbarism vs. Civilization
 - Freedom vs. Security
 - Lesson #18 (Chapter 13 in textbook)
 - Introduction to Islam (Lesson #17)

- **TO DO @ HOME:**
 - Look over Chapter 13 in textbook if clarification of Lesson #18 needed
 - Read Chapters 11 & 12 in Textbook
- **WORK DUE IN LAULIMA BY WEDNESDAY, 10/7 @ 11:59pm**
 - Post in the “Week Six: Introduce Your KickA** Historical Individual” forum found in the “Discussion Board” icon on the left side of the screen in Laulima
 - Complete the “The Islam Video Exploration Assignment” found in the “Assignments” icon on the left side of the screen in Laulima
- **WORK DUE @ NEXT CLASS ON THURSDAY, 10/8**
 - Primary Source Thematic Worksheet: Barbarism vs. Civilization—The Muslims

WEEK SEVEN: Thursday, 10/8 through Wednesday, 10/14

- **ATTEND CLASS ON THURSDAY, 10/7 @ 6:00pm**
 - Review: Lesson #17
 - Barbarism vs. Civilization
 - Lesson #19 (Chapter 14 in Textbook)
 - Lesson #20 (Chapter 14 in Textbook)
 - Lesson #22 (Chapter 16 in Textbook)
 - Introduction to the Mongols (Lesson #21)
- **TO DO @ HOME:**
 - Look over Chapters 14 & 16 in textbook if clarification of Lessons #19, #20, & #22 needed
 - Read Chapter 15 in Textbook
 - **WORK DUE IN LAULIMA BY WEDNESDAY, 10/14 @ 11:59pm**
 - Post in the “Week Seven: The Death of Kiso Primary Source Discussion” found in the “Discussion Board” icon on the left side of the screen in Laulima
 - Complete the “The Mongols Video Exploration Assignment” found in the “Assignments” icon on the left side of the screen in Laulima
 - Post in the “Week Seven: Clash of Civilizations?” forum found in the “Discussion Board” icon on the left side of the screen in Laulima
 - **WORK DUE BY EMAIL WEDNESDAY, 10/14 @ 11:59pm**
 - Real World Assignment: Cover Letter & Resume for a Historical Individual
 - **WORK DUE @ NEXT CLASS ON THURSDAY, 10/15**
 - Primary Source Thematic Worksheet: Barbarism vs. Civilization—The Mongols

WEEK EIGHT: Thursday, 10/15 through Wednesday, 10/21

- **ATTEND CLASS ON THURSDAY, 10/15 @ 6:00pm**
 - Review: Lesson #21
 - Barbarism vs. Civilization
 - Review for Exam #2
- **TO DO @ HOME:**
 - **WORK DUE IN LAULIMA BY WEDNESDAY, 10/21 @ 11:59pm**
 - **Take Exam #2 found in the “Exams” icon on the left side of the screen in Laulima**
 - Read all resumes posted in the “KickA** Industries Resumes” folder found in the “Resources” icon so that you can then come up with the 3 most qualified individual that you would hire (you can choose your own individual as one). Next, participate in the “KickA** Industries Hiring Executives Discussion” found in the “Discussion Board” icon in our class Laulima site by writing a 5—7 sentence post on the 3 individuals you would hire and why. In your post, you should explain each of the individual strengths of your chosen individuals (be as specific as possible when talking about these strengths) and how when these strengths are combined, they would make an undefeatable team.

KickA** Industries NEEDS YOU!



HELP US SAVE THE WORLD!

KickA Industries** has immediate openings for a few good men & women—barbarian or civilized—as we embark on world domination to eliminate the zombie threat forever.

Company History: **KickA** Industries** is a public-private corporation dedicated to eliminating the zombie pandemic that has turned 90% of the world's population into the living dead. Although guns were the preferred method of zombie elimination, bullets are now in short supply. Hence, KickA** Industries is traveling back in time & recruiting from the world's historical warrior population who know how to kick a** with weapons that don't need reloading (yes, time travel exists but the mechanics of time travel or why KickA** Industries doesn't just send someone back to prevent the zombie plague remains as classified information).

Minimum Qualifications: Ability to kick a** in multiple situations and environments. Experience in the field. Dependable (will not run away in hazardous situations).

Desirable Qualifications: Proven ability to kick a**. Proven ability to lead. Multiple conquests.

Pay Scale: Starting salary depends on experience. Hazard pay bonus in addition to starting salary. Life & health insurance offered. Family will be provided for upon death in the line of action.

To Apply: Please send in a **cover letter** stating how you meet the minimum and desirable qualifications, and a **resume** with current reference(s).

We are an **EOAA** business. We will not discriminate based on gender, ethnicity, culture, sexual orientation, religion, color, age, weight, height, &/or manners.

Cover Letter & Resume for a Historical Individual Real World Assignment Guidelines

Purpose of Assignment: To have fun with history, to think & write critically & creatively, and to also see how learning history can have real world applicability. Although you are picking a historical person to complete this assignment, you are learning how to write a cover letter and resume—two skills needed in the real world.

Scenario: *You, a historical warrior from Pre-Modern World History, sees this job ad posted on a tree just as you're coming back from hunting. Since you seek wealth, fame, and adventure, you decide to apply for this job that will take you into the future to battle these slow-moving zombies, a job that sounds as easy as taking candy from a baby for a bad a**, hard-core warrior like yourself.*

Assignment: Pick a historical individual (pre-1500 CE; however, if you choose an individual from Hawai'i, it can be pre-1819 CE) that was also a proven warrior. Pretending that you are this person, apply for this job **by creating a cover letter and resume. No more than one person per historical person.** If you have a historical person in mind, you should sign up for that person ASAP by contacting me as it will be first come, first choice. If you are unsure of a historical person, please contact me.

*You will be expected to do additional research on your historical person in order to create an appropriate and accurate cover letter and resume. Although you need to be creative, you still need to be **ACCURATE**. In other words, you will **NOT** be able to make things up regarding your chosen person—if your person didn't do something, don't make something up. For example, do not say that your person conquered something if he did not. Or, do not say that your person learned his/her skills by attending Warrior College. Instead, if your person was, for example, a specified Spartan warrior, you would write that he graduated from the *agoge* since the *agoge* was basically like warrior school. If you need help in making sure that you are balancing the art of accuracy & creativity, be sure to contact me!

You will need to include at least **ONE primary source reference for your person. This primary source reference is an identification (who, what wrote, where from, when lived, why important) of an actual writer that *wrote about your person back then*. In other words, this reference is someone who lived during the time period of your person. This reference is NOT someone from our own modern day that wrote a book about your person. Although you only need to find 1 primary source reference, note that the more primary source references you can identify, the stronger the resume of your person. If you are unsure of your reference(s), be sure to contact me.