

**WINDWARD COMMUNITY COLLEGE  
HIST 151 - WORLD HISTORY I**

(3.0 credits)

CRN: 63003

TR 10:00-11:15 Palana 214

**INSTRUCTOR:**

**Keith P. Knuuti**

**OFFICE HOURS:**

**TR 11:15-12:00, and by appointment**

**TELEPHONE & E-MAIL:**

**455-0534 <knuuti@hawaii.edu >**

**EFFECTIVE DATE:**

**August/2016**

**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 COURSE DESCRIPTION**

HIST 151 is a survey course focusing on significant historical events and patterns of development in world civilizations from the prehistoric 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 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.

**TEXTBOOK AND OTHER RESOURCES**

- Bentley and Ziegler. *Traditions & Encounters, 5<sup>th</sup> Edition, Volume I.* (New York: McGraw-Hill, 2012).
- On-line handouts
- On-line video and textual resources as a supplement readings and discussions.

**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.

## ASSESSMENT TASKS AND GRADING

Your course grade will be calculated as follows:

|                            |                           |
|----------------------------|---------------------------|
| Quizzes                    | 135 points (40 + 45 + 50) |
| Final Exam                 | 300 points                |
| “Engaging Thoughts” papers | 190 points (60 + 60 + 70) |
| Debate                     | 100 points                |
| Tour Group                 | 125 points                |
| Attendance/Participation   | 150 points                |
| Total                      | 1000 points               |

You will need a minimum of 850-900 or so points for an “A” grade, and about 100 points less for each lower grade (i.e. about 750-800 for a “B”, about 650-700 for a “C”).

**Note:** You must write at least two papers in order to pass the class.

## ACCOMODATIONS & RESOURCES

**This course is designed to be accessible to ALL students. Please take note of the following**

### **Disabilities Accomodation 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](mailto:lemke@hawaii.edu), or you may stop by Hale ‘Akoakoa 213 for more information.

## COURSE TASKS AND ASSIGNMENTS

Determining which data are most important is not easy! Use on-line resources to help you analyze historical developments across time & cultures. Try to figure out how events relate to each other chronologically, and how they fit into global processes. Understand that there are many possible answers to historical questions. Preparation, and active participation in discussions are very important to your success in this course.

Graded assignments will ask you to demonstrate familiarity with course content, and an ability to analyze and interpret that content across time and across cultures.

- I. **Quizzes (3):** The quizzes will be mainly multiple-choice questions, but may also include map work and short answer questions. These will be taken on-line, through the laulima site for this class. Quizzes should be taken during the scheduled week, except by prior agreement or in cases of emergency – do *not* wait until after the exam. Each quiz will cover roughly four weeks or course work.
- II. **“Engaging Thoughts” (3):** These short (500-word) papers, due at the beginning of the week, will ask you to come up with your own ideas (conclusions, explanations, questions) about historical issues. Each paper should be written twice – as a **rough draft** you will share with a small group of classmates, then as a final draft. If you do not submit a rough draft on its due date, you get a zero for that paper. Final drafts will be marked down 7.5 – 10 points for each day they are late.
- III. **Debate:** Shortly before the midterm, we will hold a debate on classical religions, to show your understanding of one particular religious tradition. You will be graded on preparation and on participation in the debate.
- IV. **“Tour Group” Project and Presentation:** With three to five of your classmates, you will research a classical or post-classical society (from the years between 500 BCE-1500 CE), decide what the most

interesting and attractive features were, and design a sight-seeing tour. This should include an itinerary, a list of famous people and places, and visual aids. Your group will be expected to “sell” its tour in class.

- V. **Final Exam (1)**: the final exam will include maps, multiple choice questions, short answer IDs and one or two essays. The exam must be taken as scheduled, except by prior agreement or in case of emergency – do not wait until after the exam. The final exam will focus on the second half of the course. I will give you one essay ahead of time, so you can prepare for it. You will receive a study guides before the exam.

In addition, I will suggest occasional in-class discussions and group work, which will contribute to your participation grade.

You will also have the opportunity to do a limited amount of **extra-credit** work, and I will discuss this with anyone who is interested. You may do up to four extra-credit assignments, but no more than two any unit of the class. As a rule, avoid summaries and focus on insightful analysis.

## **WARNINGS, RECOMMENDATIONS, ETC.**

Be a good “academic citizen,” – participate in discussions regularly; be respectful toward your instructor and fellow students.

**Plagiarism** is taking words or ideas from another source and presenting them as your own. This includes copying from a book, a website, or another student. Plagiarism is the most serious academic offense you can commit; you *must* give credit for any words or ideas you borrow; anything else is cheating, and the penalties are severe. Depending on the severity of the plagiarism, you may face the possibility of failing the course as a whole, or even being expelled from school, with the plagiarism becoming part of your permanent record. If you have any questions about plagiarism, please consult with me.

If you are having a hard time understanding the reading material, or trying to place the data in the bigger picture, you should speak with me or contact The Learning Center. Do not wait until after an quiz or a paper assignment; if you fear that you will perform poorly, take steps to improve the situation!

In general, you will find that readings make more sense, assignments are less difficult, and exams are less frightening if you keep up with the readings. This is additionally important because there will be no lectures to explain the readings. Almost everyone, from your instructor to the student who only wants to pass the class, will benefit by taking written notes. *How* you take notes – in a notebook, on 3” x 5” cards, in the margins of your textbook – is less important than the fact that you are attempting to organize the material in writing.

Don’t be afraid to contact me if you don’t understand something, if you want to know more about what we cover (or don’t cover) in class, or if you think I may have made a mistake. Your questions will benefit you and probably some other students, too. In fact, consider making an effort to contact me, or even drop by my office (not just right before a big assignment). I’ve scheduled on-line office hours in the Laulima Chat Room and if the times do not work for you, we can try to arrange another time to communicate. Part of my job responsibilities include being there for students outside of class, so you can always drop me a line to talk about class, to introduce yourself to me, or to discuss common interests. That’s right, I do have interests outside of history, believe it or not!

## CLASS SCHEDULE

| <u>Dates</u>        | <u>Topic</u>  | <u>Reading Assignment</u>   |
|---------------------|---|---|
|                     | * <u>CH</u> readings are from <i>Traditions &amp; Encounters, 5<sup>th</sup> Edition, volume 1</i>  |   |
| 23-25 Aug           | Introduction to course; introduction to history<br><u>Prehistory and Early History</u> , Early Complex Societies  | <u>CH</u> 1 2-23 (skim 5-15)<br>"Out of Africa"                       |
| • 26 Aug            | <b>Last Day to Add/Late Register – Last Day to Withdraw with 100% Refund</b>  |   |
| 30 Aug -<br>01 Sept | <u>Southwest Asia and North Africa</u> : Early Societies<br>Rivers & cities; politics, religion, culture; patriarchy  | <u>CH</u> 2; Iraq video;<br><u>CH</u> 3; Egypt video; "Early Writing" |
| • 05 Sept           | <b>Holiday: Labor Day</b>   |   |
| 06-08 Sept          | <u>South Asia and East Asia</u> : rivers, writings; fusion and<br>Isolation; caste and family<br><b>Paper #1</b> (rough draft)  | <u>CH</u> 4; "India" video<br><u>CH</u> 5; "China" video              |
| • 12 Sept           | <b>Last Day to withdraw without "W" grade / with 50% Refund</b>   |   |
| 13-15 Sept          | <u>Americas and Oceania</u> : isolation; "state of the world"<br>Compare and contrast – is there a common theme?<br><b>Paper #1</b> (final draft); <b>Quiz #1</b>                                     | <u>CH</u> 6   |
| 20-22 Sept          | <u>Classical Societies: Persia</u> , building an empire<br>Persian system, religion; Early Greece: the <i>polis</i><br><b>Debate</b> Prep   | <u>CH</u> 7; begin <u>CH</u> 10                                       |
| 27-29 Sept          | <u>Greece</u> : Alexander, pan-Hellenism, Olympics, thought<br><u>Roman Republic and Roman Empire</u> : principles, growth<br>What made Greece "Greek?" What made Rome "Roman?"<br><b>Debate</b> Prep | finish <u>CH</u> 10; <u>CH</u> 11<br>"Naked Olympics," "Garam"        |
| 04-06 Oct           | <u>East Asia</u> : Chinese imperial dynasties, Chinese thought<br><u>South Asia</u> : Maurya India, Indian religious traditions<br><b>Debate</b> Prep   | <u>CH</u> 8; <u>CH</u> 9<br>"Ancient Jewel"                           |
| 11-13 Oct           | <u>Silk Roads</u> : commerce, culture, epidemic disease<br><b>Debate</b> : Classical Religions<br><b>Quiz #2</b>  | <u>CH</u> 12<br>religions readings (on-line)                          |
| 18-20 Oct           | <u>Post-Classical</u> ; <u>Christendom</u> : Byzantine Empire, "feudal"<br>Germanic kingdoms; Christian society and culture   | <u>CH</u> 16; "Theodora," "Iconclasm"<br>"Y1K"                        |
| 25-27 Oct           | <u>Islam</u> : Prophet and religion, beliefs; expansion<br>society and culture, successes<br><b>Paper #2</b> (rough draft)  | <u>CH</u> : 13; "al-Andalus"<br>"Islamic science" (video)             |
| • 03 Nov:           | <b>Last Day to Withdraw for Semester / Change to CR/NC / Change "i" Grades</b>  |   |
| 01-03 Nov           | <u>East Asia</u> : China's Golden Age, Tang and Song<br>Neighboring societies: Korea and Japan<br><b>Paper #2</b> (final draft)   | <u>CH</u> 14: "Wu" and "Murasaki"<br>(Asia video?)                    |
| • 11 Nov            | <b>No School: Election Day</b>  |   |
| 08-10 Nov           | <u>South and Southeast Asia</u> : Islam, Indian Ocean Basin<br><u>Cross-Cultural</u> ; <u>Sub-Sahara Africa</u> : politics, trade, religion<br><b>Quiz #3</b>   | <u>CH</u> 15; <u>CH</u> 18<br>"If You ... Back Then"                  |

- 11 Nov      **Holiday: Veterans Day**
- 15-17 Nov      Steppe Nomads: Turks and Mongols, Mongol empires      CH 17, “Black Death” video  
Cultural connections, Black Death
- 22 Nov      Americas: Aztecs and Incas, North America      CH 20, “Cahokia”
  - 24-25 Nov      **Holiday: Thanksgiving Recess**
- 29 Nov -      Europe’s Revival: High Middle Ages, “Expansion”      CH 19: “Chivalry” “Romantic Love”  
01 Dec      economy, society and religion; Crusades  
                 Paper #3 (rough draft)      “Holy Greyhound,”
- 06-08 Dec      Expansion and Interaction: trade and travelers      CH 21, “Marco Polo/ibn Battuta”  
                 Ming China, Renaissance Europe      “Zheng He” video  
                 Paper #3 (final draft)  
                 Course evaluation (on e-Café)
- 13 Dec (TUE)      **Final Exam!**      10:00 AM – 12:00 NOON

## Guidelines for Extra Credit for HIST 151

### – movie option –

1. Refer to the list below, for videos you can rent or take out of the library. Choose one movie, view it at home, and take notes.
2. Make connections between the film and what we have learned about the topic in class. Do not give me a plot summary! Choose a number of scenes, then link those scenes with your knowledge gained from HIST 151 this semester.
3. Type a paper that is no more than 1 page (~350 words) in length.
4. The maximum points for an extra credit paper is 6-7 points. You may submit up to four in all, but only two for video sources, and only two for any given section of the textbook.

### Recommended Videos for Extra Credit:

Alexander

Apocalypto

Braveheart

The Emperor and the Assassin

Gladiator

Henry V (Branagh version)

The Kingdom of Heaven

The Lion in Winter

\*Little Buddha

The Mongol

The Name of the Rose

Red Cliff

Seven Samurai or Ran or Kagemusha

The Thirteenth Warrior

Troy

\*Water

HIST 151 – Basic Information

Name: \_\_\_\_\_

Contact: \_\_\_\_\_

\_\_\_\_\_

Year in School: \_\_\_\_\_

Major: \_\_\_\_\_

History Experience: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Anything else: \_\_\_\_\_

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