

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

(3.0 credits)

CRN: 61068

DE (www)

**INSTRUCTOR:**

**Keith P. Knuuti**

**OFFICE HOURS:**

**Sun 8:30-9:45 PM, and by appointment**

**TELEPHONE & E-MAIL:**

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

**EFFECTIVE DATE:**

**January/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, 6<sup>th</sup> Edition, Volume I.* (New York: McGraw-Hill, 2014).
- Herlihy, *The Black Death and the Transformation of the West* (Harvard University Press, 1997).
- 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.

## METHOD OF INSTRUCTION: ON-LINE

**Ask yourself** if online is the right method of instruction for you. **If you are** very **independent, organized, focused, and tech-savvy**, you should do fine in an online course. On the other hand, if these traits do not describe you, please seriously consider taking a traditional face-to-face (F2F) 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.
- ❖ Please familiarize yourself with [Lualima basics](#).
- ❖ Keeping on track and up to date is a must in this class – refer to the Class Schedule below. I will not be seeing your face in class or reminding the students sitting in the back row to pay attention.
- ❖ Check the Main Page in Lualima and **ANNOUNCEMENTS** for any news and updates pertaining to our class. Furthermore, you should check your UH email account frequently (you are required to use your UH Hawaii.edu account; however, you can have your mail from this account forwarded to an email account that you use more often).
- ❖ Make sure you adhere to the completion dates for discussion, quizzes and papers as no late work will be accepted except in special circumstances. If you find that you cannot be ready for a quiz at the time it is available under **TASKS, TESTS & QUIZZES**, then you need to drop this class.

## ASSESSMENT TASKS AND GRADING

Your course grade will be calculated as follows:

Quizzes	480 points (50 + 70 + 70 + 70 + 70 + 70 + 80)
Forum Discussion	300 points (15 x 20)
“Engaging Thoughts” papers	220 points (70 + 70 + 80)
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 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](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 (7):** The quizzes will be mainly true/false and multiple-choice questions, but may also include 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 two weeks of course work.
- II. **Forum Discussions (15):** Each week, I will post a list of topics and ask you to post a comment of at least one full paragraph on one of them. You will have to return later in the week to comment on one of two other posts. With the exception of the first week, during which you should acquaint yourself with the laulima discussion format and introduce yourself to your classmates, these discussions will be graded. Grading will be based on making an initial post and two comments, but I will not grade you on content as long as your post has real content and you stick with the weekly theme.
- III. **“Engaging Thoughts” (3):** These short (450-500-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 you send to me through Laulima Messages. If you do not submit a rough draft on its due date, you get no Forum points for that week. Final drafts will be marked down 7.5 – 10 points for each week they are late.

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>Date</u>	<u>Topic</u>	<u>Reading Assignment*</u>
		* CH refers to chapters from <i>Understanding World Societies</i> (vol. 1) § refers to instructor handouts
11-17 Jan • 15 Jan	self introductions; familiarize yourselves with Laulima <b>Last Day to Add/Late Register / Last Day for 100% Tuition Refund</b> Forum: Self-introduction	none! post self-introduction
❖ 18 Jan 18-24 Jan	<b>Holiday: Martin Luther King, Jr. Day</b> <u>Prehistory and early history</u> : agriculture, first societies,	pp. 2-3; <u>CH 1</u> , <u>CH 2</u> through p. 32. “Iraq” video (online) Forum post due by Wed. evening responses due by noon Sunday.
25-30 Jan	<u>Mesopotamia and Ancient Egypt</u> : river societies, urban development, politics & religion, writing & culture. <b>Quiz #1</b>	<u>CH 2</u> , <u>CH 3</u> ; “Egypt” video (online) Forum post due by Wed. evening, responses due by noon Sunday.
• 01 Feb 01-07 Feb	<b>Last Day to Withdraw w/o “W” grade / Last Day for 50% Tuition Refund</b> <u>Classical India</u> : Aryans, caste, Vedic society, religions; <u>Classical China</u> : politics, writing, family, philosophy <b>Paper #1</b> (rough draft)	<u>CH 4</u> , <u>CH 5</u> “India” & “China” videos Forum post due by Wed. evening, responses due by noon Sunday.
08-14 Feb	<u>Americas and Oceania</u> : comparative development; <u>Persian Empire</u> : administration, Zoroastrian religion <b>Paper #1</b> (final draft); <b>Quiz #2</b>	<u>CH 6</u> ; pp. 130-133, <u>CH 7</u> ; Forum post due by Wed. evening, responses due by noon Sunday.
❖ 15 Feb 15-21 Feb	<b>Holiday: Presidents’ Day</b> <u>Classical Greece</u> : city-states, Alexander the Great, Olympic Games, Greek culture, philosophers	<u>CH 10</u> ; “Ancient Olympics” website Forum post due by Wed. evening, responses due by noon Sunday.
22-28 Feb	<u>Classical Rome</u> : Roman empire and emperors, society, religion (Christianity), epidemic disease <b>Quiz #3</b>	<u>CH 11</u> ; “early Christianity” readings Forum post due by Wed. evening, responses due by noon Sunday.
• 04 Mar 29 Feb - 06 Mar	<b>No Classes: Professional Development Day</b> <u>Han China and Maurya India</u> : politics, culture, philosophy and religion	<u>CH 8</u> , <u>CH 9</u> Forum post due by Wed. evening, responses due by noon Sunday.
07-13 Mar	<u>Silk Roads</u> : connections, disease <b>Quiz #4</b>	<u>CH 12</u> ; wrap up pp. 260-61 Forum posts due by Wed. evening, Responses due by noon Sunday.

14-20 Mar	<u>Islam</u> : prophet and religion, basic beliefs, expansion, society and culture, successes. <b>Paper #2</b> (rough draft)	pp. 262-63, <u>CH 13</u> ; “al-Andalus” reading, Forum post due by Wed. evening, Responses due by noon Sunday.
21-25 Mar	<b>SPRING BREAK</b>	
29 Mar: 28 Mar - 03 Apr	<b>Last Day to Withdraw for Semester / Change to CR/NC / Change “i” Grades</b> <u>Golden Age China</u> : Tang politics, Song culture, technology, Japan and Korea <b>Paper #2</b> (final draft)	<u>CH 14</u> ; “Wu and Murasaki” reading Forum post due by Wed. evening. responses due by <u>Sat</u> evening.
04-10 Apr	<u>Christendom</u> : Christian society and culture, feudalism, <b>Quiz #5</b>	<u>CH 16</u> ; “Theodora” and “iconoclasm” Forum post due by Wed. evening, responses due by noon Sunday.
11-17 Apr	<u>Sub-Saharan Africa</u> : politics and trade, society, Islam <u>Americas and Oceania</u> : Aztecs, Inca, voyaging	pp 350-351; <u>CH 18</u> ; <u>CH 20</u> Forum post due by Wed. evening, responses due by noon Sunday.
18-24 Apr	<u>Steppe Nomads</u> : Turks and Mongols, Mongol empire, encounters and connections. <b>Quiz #6</b>	<u>CH 17</u> Start reading <b><i>The Black Death</i></b> Forum post due by Wed. evening, responses due by noon Sunday.
25 Apr - 01 May	<u>Europe’s Revival</u> : High Middle Ages, Crusades religion and society, urbanization, plague.	<u>CH 19</u> ; “chivalry/romance” readings Continue reading <b><i>The Black Death</i></b> Forum post due by Wed. evening, Responses due by noon Sunday.
02-04 May	<u>Expansion and Interaction</u> : trade and travelers, plague, recovery (Renaissance Europe). <b>Paper #3</b> , (rough draft), <b>Quiz #7</b> Course evaluation via <b>eCafe</b>	<u>CH 21</u> , “Marco Polo” reading Finish reading <b><i>The Black Death</i></b> , Forum post due by Wed. evening, responses due by <u>Sat</u> evening.
10 May	<b>Paper #3</b> (final draft)	

## 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	*Little Buddha
Apocalypto	The Mongol
Braveheart	The Name of the Rose
The Emperor and the Assassin	Red Cliff
Gladiator	Seven Samurai <u>or</u> Ran <u>or</u> Kagemusha
Henry V (Branagh version)	The Thirteenth Warrior
The Kingdom of Heaven	Troy
The Lion in Winter	*Water

HIST 151 – Basic Information

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

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

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

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

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

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

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