HISTORY 152: WORLD HISTORY SINCE 1500
3 credits
Hybrid / Meets on Thursdays @ 10:00—11:15am in Palanakila 214 (CRN #64372)

INSTRUCTOR:	Malia Lau Kong
OFFICE:	Palanakila 136
OFFICE HOURS:	T / Th: 9:30—10:00am & 12:00—12:30pm Also by appointment
EMAIL:	maliakon@hawaii.edu (email is the quickest way to reach me; I will usually respond within 24 hours M—R or and on Mondays if email is sent on Friday or Saturday)
PHONE NUMBER:	236-9132
EFFECTIVE DATE:	Spring 2017

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.

METHOD OF INSTRUCTION: HYBRID

Ask yourself if hybrid is the right method of instruction for you. To do well in an hybrid class, you need to be able to attend class once a week & enjoy working in groups, presenting material to the class, and participating in class discussions in-class **WHILE** also being very independent, organized, focused, & tech-savvy, **AND** have approximately 11 ½ hours PER WEEK (note that the standard "rule of thumb" is that every 1 credit generates 3 hours of homework per week; our class is 3 credits which would mean 9 hours of homework per week + "classtime" needs to be accounted for also—a 16-week semester traditional, face-to-face class would meet two times a week for a total of 2 ½ hours per week (in our case, as a hybrid class, we only meet for one 75-minute class per week but this then means you have 75 minutes of online, at-home work that would typically be done in-class with a traditional, face-to-face class)—and thus this class requires a minimum of 11 ½ hours of your time per week) available to dedicate solely to the class, you should do fine in a hybrid course. **On the other hand, if these traits & time availability do not describe you, you are advised to drop the class immediately and take a traditional (face-to-face (F2F)) or solely online class.**

- Hybrid courses use the ***flipped class method*** to account for the fact that class only meets once per week and you are required to spend part of the class online. Furthermore, you will do **at-home** what you traditionally would have done in-class in a traditional class. However, like a traditional class, you are still **expected** to read assigned readings at-home & complete assignments at-home; although, in addition to reading & completing assignments, this class requires that you complete **"Thematic Preparatory Activities"** which are found in our class Google site **prior** to coming to class so that you are well-prepared for the activities to be done in-class. **"Thematic Preparatory Activities"** include reading short blurbs and watching short lectures/documentaries that will introduce you to historical societies, individuals, concepts, events, &/or issues that you will utilize in the next class. In other words, **"Thematic Preparatory Activities"** engage you with learning about history through learning modules that are then complemented by assigned readings & assignments. These at-home tasks (i.e., "Thematic Preparatory Activities", assigned readings & assignments) then prepare you for what you will be doing in the next class.

- This course will expect that you are able to independently read, comprehend the "facts" on your own, complete the assignments, and navigate through Laulima & our Google Site with little guidance.

- Our class meets once a week (unless otherwise noted on the Class Schedule). In order to prepare you for class, you will engage with the required Thematic Preparatory Activities, read the assigned readings, 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). Furthermore, we will spend a significant portion of class time on writing techniques that lead to clear, logical and well-evidenced arguments.

- Check **ANNOUNCEMENTS** on the Main Page in Laulima for any announcements pertaining to our class. **Keep in mind that for our class, our "Week" will run from Thursday of the 1st week through Wednesday of the 2nd week (class on Thursday of the 2nd week then serves as a culmination of the Week; everything you then do at-home prior to class prepares you for our Thursday class meeting).** Every Thursday afternoon, I will post an Announcement introducing the Week's activities. I may also post other Announcements throughout the week; sometimes the Announcements will highlight student work (i.e., summaries & conclusions reached in

Laulima Discussions and thoughtful insights & well-written statements in other assignments) and remind you of due dates.

- ❖ 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).

- ❖ Make sure you adhere to the due dates to avoid the late penalty after the 48-hour grace period that is assessed for certain late work turned after their due dates. ***All late work must be turned in by Wednesday, 5/10 @ 11:59pm either in Laulima or by email as applicable.*** After this date, no late work will be accepted as final grades are due ASAP. Also, please note that due to the participatory nature of the Discussion Board assignments in Laulima & the Forms in our class Google Site, **no** late Discussion Posts or Forms are accepted and there is no grace period. **Always** refer to the Class Schedule to see what is due when and where (i.e., in-class, in Laulima, in our class Google Site, or by email). If sending assignments by email, be sure that it is sent as a Microsoft Word Doc, Google Doc, or PDF only.

- ❖ Always remember that communication is one of the keys to success in this class so please let me know if you have extenuating circumstances that are preventing you from participating fully in this class so that we can create a plan of action.

- ❖ As the student, please ask yourself if this is the right method of instruction for you. If you like learning by ***doing,*** then this class is for you (i.e., you are an **active learner**)! If you prefer a more *passive* learning style (i.e., you like lecture-oriented classes that just require you to take notes), then this class is **not** for you as our once per week class meeting is devoted to *student-active, learner-centered activities* that mean you will continually be working in groups on specific tasks and contributing to both small & large group discussions.

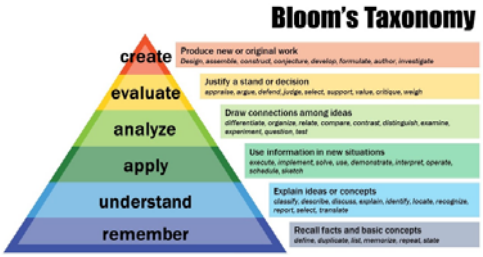
REQUIRED LEARNING RESOURCES TO PURCHASE

1. Edward H. Judge & John W. Langdon, Connections: A World History, Volume 2, 3rd edition. *Note that you may use an earlier edition of the text if you want, just note that page numbers and some information will be different, but overall, it's mostly the same.* (Abbreviated as TXT in the Class Schedule)

2. Access to our class Laulima site and our class Google site. Laulima contains PDF copies of assigned readings & will be used for posting Announcements, participating in Discussions & submission of exams. Our class Google site contains "Thematic Preparatory Activities" which you will engage with.

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. In doing so, this class will engage you in the learning process depicted by Bloom's Taxonomy of Learning in order to develop critical thinking and writing skills that are necessary for the 21st world in which we live.

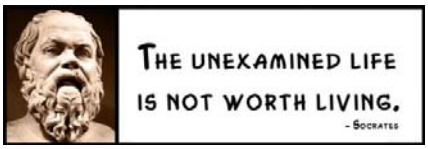


After all, it is through the study of the past that we can inform the present when making crucial decisions and predict the future based on the decisions made.

HISTORY EQUIPS STUDENTS WITH SKILLS TO UNDERSTAND, QUESTION, & CREATE:

"History classes matter because they help students learn to question the stories that are handed down to us....History teaches us how to think—that is, how to do the high-level analysis that is essential for an informed society. It requires analysis of data and deep research, as well as the use of archival and primary sources. Such skills are absolutely critical in an era that is increasingly characterized by the relentless bombardment of information."

—Marie Myunk-Ok Lee, Creative-Writing Professor, Columbia University



The class will thus 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 levels of Bloom's Taxonomy, the course SLOs, and the FG Hallmarks.

DUE IN CLASS GOOGLE SITE:

- ✓ Participate in **25** Forms found in the "Class Meeting Preparatory Activities & Class Schedule" links in our class Google Site (accessed in our Laulima site on the left of the screen; click on "HIST 151 Google Site"). Other than Form #1 which IS found on the "Welcome to HIST 151!" page, all other Forms are found within the specific "Thematic Preparatory Activities" link(s) for each designated class meeting. The "Class Schedule" found in this syllabus details exactly what Forms are due and when.
    - Each Form is worth up to 2 points total. Forms will ask one or more questions that will engage you with the "Preparatory Activities" for the designated class meeting and prepare you for the class meeting. I will also share some of your answers from the assigned Forms either in-class or as an Announcement in our class Laulima site (you will receive an email for this Announcement also).
    - Forms will always be **due by 9:00am on the day for the class meeting in which they were assigned.** Also, since I will be going over your answers from Forms either in-class or by way of an Announcement in Laulima to create a collaboration of student insights, summaries &/or conclusions, **no** late Forms will be accepted regardless of reason (after the first two weeks of class which will give you time to adjust to when Forms are due).

DUE BY EMAIL:

- ✓ Complete the **Real World Assignment #1: Cover Letter & Resume for a Historical Individual**. This typed, grammatically & mechanically correct assignment is worth up to 45 points total and will be due by or on **Wednesday, 4/26 by 11:59pm** and **emailed to me as a Microsoft Word Document, Google Doc, or PDF only**. **Be sure to read the guidelines (attached to the syllabus) for more information on this assignment. See me if you have any questions.**
    - For this assignment, you must pick a historical individual, post-1400 CE & no longer living, that was also a proven leader or has the potential to be a leader. 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 as Chief Executive Officer (C.E.O.) of a company**. ***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 Laulima 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 25% point penalty and will not be considered for the job. Note that a portion of Exam #2 will cover the Historical Individuals that you learn about.
    - After I receive all cover letters & resumes, I will post them in the "KickA** Industries Resumes" folder in the Resources icon in our Laulima site by Friday, 4/28. You are then to read all resumes so that you can then come up with the most qualified individual that you would hire (you cannot pick

your own individual) so that you can then 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 who you would hire and why. In your post, you should explain the qualifications/strengths of your chosen individual (be as specific as possible when talking about these qualifications/strengths) that make for a great leader. The due date for this post is Thursday, 5/4 **by 11:59pm**. This post will be worth 5 points total. On **Friday, 5/5,** I will announce which individual has been hired, along with a 1st runner-up individual and a 2nd runner-up individual. *The students who created the cover letters & resumes of hired individual, and the 1st runner-up and 2nd runner-up will be awarded extra credit (Individual Hired receives 8-points extra credit; 1st runner-up receives 6-points extra credit; 2nd runner-up receives 4-points).*

DUE IN LAULIMA:

- ✓ Take **2** Exams. Each exam is worth up to 150 points total. The purpose of these exams is to assess both your critical thinking and comprehension of the material covered in class up to the moment of the exam. Exams will consist of a mixture of multiple choice (2 points each), short written answer question (10 points each; write 3-5 sentences per question) &/or essay (50 points; write an essay). **All exams are completed AT-HOME in the "Exams" icon in Laulima during the designated testing period of 48 hours and have a time limit of 75 minutes.** Study Guides for the exams will be made available approximately 2 weeks prior to the exam and you will know your essay beforehand so that you can prepare this essay PRIOR to taking the exam.
  - o ***Exams are to be taken when scheduled.*** Make-up exams will only be given in cases of SERIOUS illness (with a doctor's note) or valid emergency. If you are unable to take the scheduled exam during the designated testing period of 48 hours, I expect you or a family member to ***immediately*** contact me before or during the designated testing period. ***No make-up exam will be scheduled without you contacting me in a timely manner. Please note that in terms of the final exam (Exam #2), if you miss taking the final exam during the designated testing period you will fail the class as final grades are due ASAP unless you had an extenuating circumstance and made arrangements with me prior to the designated testing period regarding receiving an Incomplete for the class.***

- ✓ Complete **5** Video Exploration Assignments found in the "Assignments" icon in Laulima. You will notice that there are sometimes multiple assignments assigned per week according to the class schedule. Assignments assigned for the week will always be due on the **Wednesday by 11:59pm** for 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. Please note that late assignments will continue to be accepted in Laulima until the last day of instruction; however, all assignments completed after the due date will be assessed a late penalty of 25%. These assignments deal with you watching historical documentaries found on YouTube (links to which are in both our Laulima site's Homepage and in the Assignment itself) and answering questions based on these documentaries. See our Laulima class site Homepage for the links to these documentaries and further information on submission of questions. The amount of points each of these assignments in worth is varied depending on the number of questions asked in each assignment (2 point per questions given). Note that you may have two Video Exploration Assignments due in the same week. The 5 Video Exploration Assignments total 30 points.

- ✓ Participate in ALL **7** Share & Tell Discussions found in the "Discussion Board" icon in our class Laulima site (click on "Discussion Board" icon in Laulima 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:
  - o 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 5 points total. Assigned Discussion Posts for the week will always be due on the **Wednesday by 11:59pm** for the week in which it was assigned. No late Discussion Posts will be accepted, regardless of reason. If you are unable to post in the Discussion Board, please EMAIL me what you would have posted in the Discussion by the deadline. **ACCESS to the Discussion will be LIMITED** to Thursday through Wednesday for the week that it is assigned.

DUE IN-CLASS:

- ✓ Complete the **Real World Assignment #2: The Historian's Toolbox.** This assignment consists of finding, critiquing, & summarizing **13** various news and media sources, each called a **Historian's Toolbox Item**, by filling out a writing log according to the requirements listed in the Class Schedule. In other words, each Historian's Toolbox Item will consist of both a news or media source, and a completed writing log (blank writing logs will be passed out in class) for this news or media source. Each Historian's Toolbox Item will be worth up to 5 points total and is due at various times according to the class schedule. Aside from the first Historian's Toolbox Item, a writing log will be required for each news or media source turned in. Since each Toolbox Item will both help to prepare you for what will be done in class and will also be used as part of in-class activities, an automatic 25% point penalty will occur if it is not brought to class on the due date. Late Toolbox Items will be accepted until the last day of instruction. Cumulatively, the Historian's Toolbox is worth up to 60 points total.

- ✓ Complete a variety of in-class activities such as hypothetical scenarios, presentations, role-playing activities, free-writes, discussions, guided readings, primary source & relevancy analyses, exit assessments, mock trails & debates. These activities will rely heavily on you being prepared for class. The purpose of these activities is to enable you to process, synthesize, and analyze what you learned at-home in the "Preparatory Activities" and assigned readings (which then builds your critical thinking skills!). Groups will typically consist of 3-4 members, and will be randomly assigned based on your own honest assessment* of your preparation for class (i.e., you will each have a notecard with your name on it that you will place, at the beginning of each class, in one of the folders that best corresponds to your preparation for class that day: 1) Completed the "Preparatory Activities" & readings & tasks; 2) Somewhat completed the "Preparatory Activities" & readings & tasks; 3) Did not completed the "Preparatory Activities" & readings & tasks) (*please note that in-class grades will not be assigned based on what folder you place your notecard in; rather, I would just like to create groups where students are at the same preparation level). Upon completion of group assignments, one or more members of the group will be expected to report back to the entire class. Some classes will involve large class discussions where everyone will be expected to contribute to the discussion. Be prepared to answer questions if called upon, but note that you can "pass" the question if you do not want to answer by saying "I pass." In-class activities will be worth a varying amount of points depending on effort & length, though each class meeting will be worth a total of 5 points to be accumulated through one or more in-class activities. In total, in-class activities will be worth 75 points of your total grade. **Since many of these assignments are contributory in nature, you will not be able to make up these specific assignments if you miss class.** Nevertheless, your first **3** absences will automatically be excused which means you will be able to

makeup the points missed for these classes by completing a comparable assignment for points like a writing assignment emailed to me or quiz submitted in Laulima within a specific time frame. **Any absences beyond these first 3 absences will not be excused and thus you will not be able to make-up the points missed from class and your final grade will automatically be lowered by 1 letter grade (unless you had extenuating circumstances such as a major illness or family emergency & let me know so that we can discuss a contingency plan).**

- ✓ 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 & the loss of any points accumulated for in-class activities. Hence, please be respectful of your classmates, thus fostering a positive learning environment!

- ✓ **Always be respectful** of one another. This includes turning off your cell phone, not talking story with your friends, and not monopolizing class discussion with your own POV. 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).

ASSESSMENT TASKS AND GRADING

*Exam #1		=	150 points	(25% of final grade)
*Exam #2		=	150 points	(25% of final grade)
*Real World Assignment #1		=	50 points	(8% of final grade)
*Real World Assignment #2 (each Toolbox Item worth 5 pts)		=	65 points	(10% of final grade)
25 Forms	x 2 points each	=	50 points	(8% of final grade)
5 Video Exploration Assignments		=	30 points	(5% of final grade)
*7 Discussions	x 5 points each	=	35 points	(6% of final grade)
*In-Class Activities		=	75 points	(13% of final grade)
		=	600 points possible	

Everyone starts the class with an "A" (600 points)!
What you do with your "A" is now up to you!

To keep your	You can't lose more than	Which means
A	60 points	A = 540 points & above
B	120 points	B = 480 points & above
C	180 points	C = 420 points & above
D	240 points	D = 360 points & above

*You may keep track of your grade in our class's Laulima site under the Gradebook option.

*(Hopefully, this will not happen, but if it turns out that more than 240 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.

***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*

**Note: Class schedule is subject to change. All changes will be announced in class.*

*The class is set up so that you complete the following tasks:

1. ! **ENGAGE:** complete the assigned "Thematic Preparatory Activities" found in our class Google site prior to the class it is assigned for. This includes watching videos &/or documentaries, reading short blurbs &/or linked articles, viewing Google Slide Shows, and participating in the assigned Forms. Note that Forms will always be due by 9:00am before the class meeting they are preparation for. When in our class Google site, click on the specific "Thematic Preparatory Activity" link for the specific class.
2. 🕮 **READ:** read the assigned readings prior to the class it is assigned for. This includes readings from the *Connections* textbook (abbreviated as TXT) and primary & secondary sources found in the "Resources" icon in our class Laulima site.
3. ☺ **COMPLETE:** complete the assigned tasks to be turned in by the due date according to the class schedule and as specified (i.e., in-class, in Laulima, or by email). Note that the Forms that you are assigned to complete will not be specified under this list but are instead listed in the ! **ENGAGE** list.
4. " **PARTICIPATE:** attend class and collaborate with fellow classmates on in-class activities and participate in online class discussions in Laulima.

*Think of everything you do building up like a pyramid, which then builds up to cumulative assignments:

☺ **Exams**

" **In-Class Activities**

! 🕮 **Thematic Preparatory Activities, Readings & Assignments (done prior to class)**

WEEK ONE: Thursday, 1/12 through Wednesday, 1/18:

TOPIC: CLASS INTRODUCTION & BECOMING HISTORIANS

- " **PARTICIPATE:** Attend class on Thursday, 1/12

TO DO AT-HOME:

- Read syllabus thoroughly & familiarize yourself with our course in Laulima & our Google site (our Google site is linked from our class Laulima site; click on the icon "HIST 152 Google Site" to the left of screen in Laulima to access).
- # Got questions: If you have questions related to course tasks, topics, and materials, **EMAIL me** for the fastest response. If you have any computer related questions, including questions on problems encountered when using Laulima, please contact the WCC Computing Help Desk at 235-7314 OR the UH Computing Help Desk at 956-8883.
- ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #1; complete **Forms #1 & 2** by Thursday, 1/19 @ 9:00am.
  - 🕮 Evaluating Primary Sources (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - " Participate in **Share & Tell Discussion #1** found in the "Discussion Board" in our class Laulima site

which is due by Wednesday, 1/18 @ 11:59pm.

- ☺ **COMPLETE: Historian's Toolbox Item #1—**Find a credible news article about President-Elect Donald Trump and bring to class on Thursday, 1/19.

WEEK TWO: Thursday, 1/19 through Wednesday, 1/25:

TOPIC: THE VOYAGES OF EXPLORATION: ENCOUNTERS & EXCHANGES

- " **PARTICIPATE:** Attend class on Thursday, 1/19

TO DO AT-HOME:

- ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #2; complete **Form #3** by Thursday, 1/26 @ 9:00am.
  - 🕮 Transoceanic Encounters & Origins of Global Interdependence (found in the "Resources" icon in our class Laulima site, then click on the "Secondary Source Readings Folder" folder).
  - ! Thematic Preparatory Activity #3; complete **Form #4** by Thursday, 1/26 @ 9:00am.
  - 🕮 Bernie Sanders Democrats Need to Wake Up (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - ! Thematic Preparatory Activity #4; complete **Form #5** by Thursday, 1/26 @ 9:00am.
  - 🕮 Chapter 23, all pages in TXT
  - ☺ **COMPLETE: Historian's Toolbox Item #2—**Find a credible news article about global trade, fill out a writing log, and bring to class on Thursday, 1/26.

WEEK THREE: Thursday, 1/26 through Wednesday, 2/1:

TOPIC: COLLIDING WORLDS IN THE AMERICAS & OCEANIA

- " **PARTICIPATE:** Attend class on Thursday, 1/26

TO DO AT-HOME:

- ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #5; complete **Form #6** by Thursday, 2/2 @ 9:00am.
  - 🕮 New Worlds The Americas & Oceania (found in the "Resources" icon in our class Laulima site, then click on the "Secondary Source Readings Folder" folder).
  - ! Thematic Preparatory Activity #6; complete **Form #7** by Thursday, 2/2 @ 9:00am.
  - 🕮 In the Shadow of Wounded Knee (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - ! Thematic Preparatory Activity #7; complete **Form #8** by Thursday, 2/2 @ 9:00am.
  - ☺ **COMPLETE: The Aztecs Video Exploration Assignment** found in the "Assignments" icon in Laulima by Wednesday, 2/1 @ 11:59pm
  - ☺ **COMPLETE: The Conquest of Hawai`i Video Exploration Assignment** found in the "Assignments" icon in Laulima by Wednesday, 2/1 @ 11:59pm
  - ☺ **COMPLETE: Historian's Toolbox Item #3—**Find a credible news article about a current issue involving Hawaiian culture, fill out a writing log, and bring to class on Thursday, 2/2.

WEEK FOUR: Thursday, 2/2 through Wednesday, 2/8:

TOPIC: THE TRANSFORMATION OF EUROPE

- " **PARTICIPATE:** Attend class on Thursday, 2/2

TO DO AT-HOME:

- ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #8; complete **Form #9** by Thursday, 2/9 @ 9:00am.
  - 🕮 The Transformation of Europe (found in the "Resources" icon in our class Laulima site, then click on the "Secondary Source Readings Folder" folder).
  - ! Thematic Preparatory Activity #9; complete **Form #10** by Thursday, 2/9 @ 9:00am.
  - 🕮 Chapter 24, pages 490—494 in TXT (this is the section entitled "The Enlightenment")
  - 🕮 When Art is Dangerous Or Not (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - ☺ **COMPLETE: Historian's Toolbox Item #4—**Find a credible news article about Brexit, fill out a writing log, and bring to class on Thursday, 2/2.

WEEK FIVE: Thursday, 2/9 through Wednesday, 2/15:

TOPIC: TRADITION & CHANGE IN THE MIDDLE EAST & EAST ASIA

- " **PARTICIPATE:** Attend class on Thursday, 2/9

TO DO AT-HOME:

- ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #10; complete **Form #11** by Thursday, 2/16 @ 9:00am.
  - 🕮 Chapter 17, all pages in TXT
  - 🕮 Chapter 22, pages 449—455 in TXT (these are the sections entitled "The End of Safavid Persia" and "The Ottoman Response to Europe's Challenge")
  - ! Thematic Preparatory Activity #11; complete **Form #12** by Thursday, 2/16 @ 9:00am.
  - 🕮 Chapter 21, all pages in TXT
  - ☺ **COMPLETE: The Ottomans Video Exploration Assignment** found in the "Assignments" icon in Laulima by Wednesday, 2/15 @ 11:59pm
  - ☺ **COMPLETE: The Way of the Samurai Video Exploration Assignment** found in the "Assignments" icon in Laulima by Wednesday, 2/15 @ 11:59pm
  - " Participate in **Share & Tell Discussion #2** found in the "Discussion Board" in our class Laulima site which is due by Wednesday, 2/15 @ 11:59pm.
  - ☺ **COMPLETE: Historian's Toolbox Item #5—**Find a credible news article regarding the current issue of American nationalism, fill out a writing log, and bring to class on Thursday, 2/16.

WEEK SIX: Thursday, 2/16 through Wednesday, 2/22:

- " **PARTICIPATE:** Attend class on Thursday, 2/16

TO DO AT-HOME:

- ❖ ! **STUDY FOR EXAM #1**

WEEK SEVEN: Thursday, 2/23 through Wednesday, 3/1:

TOPIC: THE FRENCH REVOLUTION: CAUSES & CONSEQUENCES

- ❖ " **PARTICIPATE:** Attend class on Thursday, 2/23

TO DO AT-HOME:

- ❖ ☺ **COMPLETE: Take Exam #1 in our class Laulima site (click on "Exams" icon to access); Exam opens on Thursday, 2/23 @ 10:00am and closes on Saturday, 2/25 @ 11:59pm. If you have any technical difficulties when completing the exam, be sure to email me ASAP so that I can help you resolve the issue.**

- ❖ ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - o ! Thematic Preparatory Activity #12; complete **Form #13** by Thursday, 3/2 @ 9:00am.
  - o 🕮 Chapter 26, all pages in TXT
  - o ! Thematic Preparatory Activity #13; complete **Form #14** by Thursday, 3/2 @ 9:00am.
  - o 🕮 The Secret Police Paris Police Reports (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - o 🕮 The Exploitation of Fear (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings" folder).
  - o " Participate in **Share & Tell Discussion #3** found in the "Discussion Board" in our class Laulima site which is due by Wednesday, 3/1 @ 11:59pm.
  - o ☺ **COMPLETE: Historian's Toolbox Item #6—**Find a TV show episode or song that criticizes something in American society, fill out a writing log, and bring to class on Thursday, 3/2.

WEEK EIGHT: Thursday, 3/2 through Wednesday, 3/8:

TOPIC: THE INDUSTRIAL REVOLUTION: CAUSES & CONSEQUENCES

TOPIC: AN AGE OF IDEOLOGIES

TOPIC: THE MAKING OF THE UNITED STATES OF AMERICA

- ❖ " **PARTICIPATE:** Attend class on Thursday, 3/2

TO DO AT-HOME:

- ❖ ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - o ! Thematic Preparatory Activity #14; complete **Form #15** by Thursday, 3/9 @ 9:00am.
  - o 🕮 Chapter 27, all pages in TXT
  - o 🕮 Thomas Malthus On Population (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - o ! Thematic Preparatory Activity #15; complete **Form #16** by Thursday, 3/9 @ 9:00am.
  - o 🕮 Otto von Bismarck Speeches on Pragmatism & State Socialism (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).

- ! Thematic Preparatory Activity #16; complete **Form #17** by Thursday, 3/9 @ 9:00am.
- 🕮 Chapter 28, pages 586—593 in TXT (this is the section entitled "The Trials and Triumphs of the United States")
- 🕮 The Making of the United States (found in the "Resources" icon in our class Laulima site, then click on the "Secondary Source Readings Folder" folder).
- 🕮 Native American Primary Sources (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
- " Participate in **Share & Tell Discussion #4** found in the "Discussion Board" in our class Laulima site which is due by Wednesday, 3/1 @ 11:59pm.
- ☺ **COMPLETE: Historian's Toolbox Item #7—**Find a credible news article about the Dakota Access Pipeline issue, fill out a writing log, and bring to class on Thursday, 3/9.

WEEK NINE: Thursday, 3/9 through Wednesday, 3/15:

TOPIC: SOCIETIES @ CROSSROADS

- ❖ " **PARTICIPATE:** Attend class on Thursday, 3/9

TO DO AT-HOME:

- ❖ ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #17; complete **Form #18** by Thursday, 3/16 @ 9:00am.
  - 🕮 Societies at the Crossroads (found in the "Resources" icon in our class Laulima site, then click on the "Secondary Source Readings Folder" folder).
  - 🕮 Saigo & Okubo on Korea (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - 🕮 The Dark Knight (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - ☺ **COMPLETE: Historian's Toolbox Item #8—**Find a credible news article about xenophobic behavior in American society, fill out a writing log, and bring to class on Thursday, 3/16.

WEEK TEN: Thursday, 3/16 through Wednesday, 3/22:

TOPIC: MODERN IMPERIALISM

- ❖ " **PARTICIPATE:** Attend class on Thursday, 3/16

TO DO AT-HOME:

- ❖ ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #18; complete **Form #19** by Thursday, 3/23 @ 9:00am.
  - 🕮 The Building of Global Empires (found in the "Resources" icon in our class Laulima site, then click on the "Secondary Source Readings Folder" folder).
  - ☺ **COMPLETE: Historian's Toolbox Item #9—**Find a credible news article about the "race" for strategic resources &/or locations in 2017, fill out a writing log, and bring to class on Thursday, 3/23.

WEEKS ELEVEN & TWELVE: Thursday, 3/23 through Wednesday, 4/5:

TOPIC: TOTAL WAR—THE GREAT WAR

- " **PARTICIPATE:** Attend class on Thursday, 3/23
- SPRING BREAK: 3/27—3/31

TO DO AT-HOME:

- ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #19; complete **Form #20** by Thursday, 4/6 @ 9:00am.
  - 🕮 Chapter 31, all pages in TXT
  - 🕮 Wilson's Crusade & Bush's Crusade (found in the "Resources" icon in our class Laulima site, then click on the "Secondary Source Readings Folder" folder).
  - ☺ **COMPLETE: Historian's Toolbox Item #10—**Find a credible news article about the current censorship debate in American society, fill out a writing log, and bring to class on Thursday, 4/6.

WEEK THIRTEEN: Thursday, 4/6 through Wednesday, 4/12:

TOPIC: AN AGE OF ANXIETY

- " **PARTICIPATE:** Attend class on Thursday, 4/6

TO DO AT-HOME:

- ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #20; complete **Form #21** by Thursday, 4/13 @ 9:00am.
  - ! Thematic Preparatory Activity #21; complete **Form #22** by Thursday, 4/13 @ 9:00am.
  - 🕮 Chapter 32, all pages in TXT
  - " Participate in **Share & Tell Discussion #5** found in the "Discussion Board" in our class Laulima site which is due by Wednesday, 4/12 @ 11:59pm.
  - ☺ **COMPLETE: Historian's Toolbox Item #11—**Find a credible news article about an issue or event causing anxiety in the American public, fill out a writing log, and bring to class on Thursday, 4/13.

WEEK FOURTEEN: Thursday, 4/13 through Wednesday, 4/19:

TOPIC: TOTAL WAR AGAIN: WORLD WAR II

- " **PARTICIPATE:** Attend class on Thursday, 4/13

TO DO AT-HOME:

- ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #22; complete **Form #23** by Thursday, 4/20 @ 9:00am.
  - ! Thematic Preparatory Activity #23; complete **Form #24** by Thursday, 4/20 @ 9:00am.

- 🕮 Chapter 33, all pages in TXT
- 🕮 Picture Letters From The Commander in Chief (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
- 🕮 Night (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
- ☺ **COMPLETE: Confessions of a Hitler Youth Video Exploration Assignment** found in the "Assignments" icon in Laulima by Wednesday, 4/19 @ 11:59pm
- " Participate in **Share & Tell Discussion #6** found in the "Discussion Board" in our class Laulima site which is due by Wednesday, 4/19 @ 11:59pm.
- ☺ **COMPLETE: Historian's Toolbox Item #12—**Find a credible news article about an issue regarding the state of Israel, fill out a writing log, and bring to class on Thursday, 4/20.

WEEK FIFTEEN: Thursday, 4/20 through Wednesday, 4/26:

TOPIC: AFTER WAR—NOW WHAT?

- ❖ " **PARTICIPATE:** Attend class on Thursday, 4/20

TO DO AT-HOME:

- ❖ ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! Thematic Preparatory Activity #24; complete **Form #25** by Thursday, 4/27 @ 9:00am.
  - 🕮 Chapter 34, all pages in TXT
  - 🕮 Korea, Truman & MacArthur (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - 🕮 Jihad vs. McWorld (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - 🕮 Fearing Fear Itself (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - 🕮 The Walking Dead in an Age of Anxiety (found in the "Resources" icon in our class Laulima site, then click on the "Primary Source Readings Folder" folder).
  - " Participate in **Share & Tell Discussion #7** found in the "Discussion Board" in our class Laulima site which is due by Wednesday, 4/26 @ 11:59pm.
  - ☺ **COMPLETE: Historian's Toolbox Item #13—**Find a credible news article about climate change, fill out a writing log, and bring to class on Thursday, 4/27.
  - ☺ **COMPLETE: Real World Assignment #1: Cover Letter & Resume for a Historical Individual** and EMAIL to me by Wednesday, 4/26 @ 11:59pm.

WEEK SIXTEEN: Thursday, 4/27 through Wednesday, 5/3:

- ❖ " **PARTICIPATE:** Attend class on Thursday, 4/27

TO DO AT-HOME:

- ❖ ! **ENGAGE /** 🕮 **READ /** " **PARTICIPATE /** ☺ **COMPLETE:**
  - ! **STUDY FOR EXAM #2**
  - " Participate in **KickA** Industries Executives Hiring Discussion** found in the "Discussion Board" in our class Laulima site which is due by Thursday, 5/4 @ 11:59pm.

WEEK SEVENTEEN: Thursday, 5/4 through Wednesday, 5/10:

- **NO CLASS ON THURSDAY 5/4 BECAUSE LAST DAY OF INSTRUCTION IS WEDNESDAY, 5/3**

TO DO AT-HOME:

- **! STUDY FOR EXAM #2**
- **☺ COMPLETE: Take Exam #2 in our class Laulima site (click on "Exams" icon to access); Exam opens on Monday, 5/8 @ 12:00am and closes on Wednesday, 5/10 @ 11:59pm. If you have any technical difficulties when completing the exam, be sure to email me ASAP so that I can help you resolve the issue.**

Cover Letter & Resume for a Historical Individual
Real World Assignment #1 Guidelines

KickA** Industries NEEDS A Leader!

LEAD US TO SAVE THE WORLD!

KickA Industries** is searching for the right individual—barbarian or civilized—to serve as Chief Executive Office (C.E.O.) to lead the company 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 has incorporated the strategy of 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). While this strategy has given us some success, we also witnessed the death of our C.E.O. on the battlefield which has demoralized many of us. Hence, we are desperately seeking a new leader to bring us new hope for a better tomorrow, steer the company to total annihilation of our enemies, rebuild our world, and make us great again in order to usher in our perceived utopia.

Minimum Qualifications: Ability to lead various groups of people in multiple situations and environments. Dependable (will not run away in hazardous situations).

Desirable Qualifications: Proven ability to lead. Multiple conquests. Charisma. Vision.

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.

Scenario: *You, a historical individual from Modern World History, sees this job ad posted on a tree. Since you seek power & wealth, you decide to apply for this job that will take you into the future to lead those who battle these slow-moving zombies in order to create a better world.*

To Do: Pick a historical individual (*requirements:* post-1400 CE **&** no longer living) that was also a leader or has the potential to be a leader. Pretending that you are this individual, apply for this job **by creating a cover letter and resume**. ***No more than one person per historical individual.*** If you have a historical individual 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 individual, please contact me.

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 individual to complete this assignment, you are learning how to write a cover letter and resume—two skills needed in the real world. This assignment also demonstrates your ability to meet the course's FG Hallmark #6 and SLO #1.

Things to Note:

1. You will be expected to do additional research on your historical individual 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 or she did not. Or, do not say that your person learned his/her skills by attending college if he/she did not do so. If you need help in making sure that you are balancing the art of accuracy & creativity, be sure to contact me!
2. In your Cover Letter, you must properly place your chosen individual in his or her historical context as you explain why your warrior should be hired for the position. You need to also be sure to explain the significance (i.e., impact & legacy) of your individual and how that makes your individual the ideal person for the job. Note that it is always a good idea to keep your Cover Letter to no more than 1-page (250—300 words). Concise & to-the-point Cover Letters that clearly explain exactly why you should be hired through concrete examples (rather than just giving generalized statements taken straight from the job ad) are a crucial element in the hiring process. Nevertheless, Cover Letters that are too brief and generalized will not adequately portray why your individual should be hired.
3. You will need to include an Annotated Bibliography of primary & secondary sources used for information of your chosen historical warrior. This needs to include at least **1** primary source. If you need help with finding a primary source, please see me. Note that an Annotated Bibliography means that you will explain in 1—3 sentences what information regarding your individual you learned from each source you used. Your textbook is considered a secondary source and should be listed in your Annotated Bibliography if used.
4. **Online/Hybrid Classes Only:** All Cover Letters & Resumes must be typed and **emailed to me as either a Microsoft Word Doc, Google Doc, or PDF only (I cannot open other formats)** by/on the due date. I will then convert them into PDFs and post them in the "KickA** Industries Resumes" folder in the **Resources icon** in our class Laulima site. You will then need to READ through all the Cover Letters & Resumes, and pick the **1** most qualified individual (you **cannot** pick your own individual) that you feel should lead KickAss** Industries based ONLY on how well this individual presented himself or herself in their cover letter & resume. After you have come up with your choice, you are to then proceed to the **Discussion Board icon** in our class Laulima site and find the discussion entitled "KickA** Industries Hiring Executives Discussion" and write a 5—7 sentence post on the individual you picked and why you picked this person (i.e., you should explain his or her qualifications/strengths (i.e., be as specific as possible when talking about these qualifications/strengths) that make for a great leader.

*Please note that KickA** Industries, like all employers today, have deadlines for the submission of applications. In other words, KickA** Industries will **NOT** consider any cover letters & resumes submitted *after* the specified due date.