



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

HISTORY 152: WORLD HISTORY SINCE 1500

3 credits

T / Th: 1:14—2:33pm (CRN #60437)

Castle High School

INSTRUCTOR:
OFFICE:
OFFICE HOURS:

Malia Lau Kong
Palanakila 136
Tuesdays: 11:30am—12:30pm @ WCC
Thursdays: 11:00am—12:30pm @ WCC
Tuesdays & Thursdays: 2:35—2:50pm @
Castle

EMAIL:

Also by appointment
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:
EFFECTIVE DATE:

236-9132
Spring 2019

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



"History is the sum total of things that could have been avoided."
---Konrad Adenauer, First Chancellor of West Germany, 1946—1963

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.



“History is the version of past events that people have decided to agree on.”
---Napoleon Bonaparte

METHOD OF INSTRUCTION

- ❖ Be sure to follow the **Class Schedule that starts on page 8 of this syllabus.** You will typically have a Homework Worksheet (HW) due at the start of each Topic Unit. This HW prepares you to start to engage with the Topic in-class. During class-time, we will engage with the Lesson(s) for the Topic Unit found in our class HIST 152 Google Site. Sometimes, we will be unable to finish the Lesson during the class period. In this case, you would then need to finish engaging with the Lesson for homework. At the following class, we will then engage in collaborative and individual assignments that build upon your understanding of the Topic Unit.

- ❖ Classes will be devoted to student-active teaching methods. One of the least effective ways of teaching is the lecture since studies have shown that the average attention span of people is 8 seconds! Thus, rather than class focusing on traditional lecture-based teaching methods, classes will mostly be dedicated to collaborative group assignments and individual writing activities. Class will also be the place to *ask questions* about what you did for homework regarding the assigned Lesson(s) and readings.
- ❖ The course will expect that you are able to independently read and comprehend the “facts” on your own. Again, class will never be a review of the “facts” that are learned by reading the textbook. Instead, class will be devoted to exercises that engage the brain at a higher cognitive level (i.e., application, analysis, evaluation, etc.). In other words, in class, you will demonstrate your comprehension of the “facts” that you learned on your own through activities that require critical-thinking skills.
- ❖ It is crucial that you have access to a computer, tablet, or smart phone so that you are able to fully participate in this class since review of the Lessons in our class HIST 152 Google Site is required.
- ❖ 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.

REQUIRED LEARNING RESOURCES TO PURCHASE: NONE

This class is “\$0-cost textbook” which means there is no textbook to purchase. Instead, this class will make use of a variety of online learning environments and reading materials that will be accessed in different ways:

- Our class “**HIST 152 Google Site**” contains the “Lessons” which you will engage with **in-class and for homework**. Contained in these Lessons are primary sources, video clips, documentaries, and links to external websites and articles. You will access our class Google site through the icon “HIST 152 Google Site” in Lualima to the left of the screen.
- **THE TEXTBOOK TO BORROW FROM INSTRUCTOR THAT IS RETURNED AT END OF SEMESTER:** Jerry H. Bentley, Herbert F. Ziegler and Heather E. Streets, *Traditions & Encounters: A Brief Global History*, Volume II: From 1500 to the Present. The textbook is a secondary source that serves as reference to understanding what the Lesson(s) discussed and provides historical contextualization to past events. Textbook readings are assigned for **homework**.
- Supplemental Readings include both primary & secondary sources found in “Resources” in our class Lualima site. These readings are assigned for **homework**. The primary sources provide first-hand accounts of what took place in the past and helps to enhance the vibrancy and understanding of past events. Some secondary sources may also provide perspective on past events for the purposes of showing relevancy of the past for us today.
- Other online articles and websites will be assigned if applicable and will then be assigned as part of the Homework Worksheet (HW) assignment due at each face-to-face class meeting.



“...And what *else* did you bring back from the New World, Columbus?”

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! This class will take an approach to the study of modern world history that is different from traditional classes. Rather than approaching modern world history through a linear chronological progression to the present, we will instead look at historical societies, issues, and events thematically and fluctuate between past and present to uncover the relevancy of historical events/issues &/or roots of current-day issues/events. Nevertheless, 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 uncover and think critically about this movie called history, highlighting the important individuals, concepts/ideas, places, societies, events, and all the drama that went along with this. As we explore the drama of the past, you will learn how to identify, describe, and analyze the historical development of selected areas of the world from 1500 CE to the present, focusing on topics such as East-West interaction, cross-cultural conflict & exchanges, industrialization, nationalism, imperialism, and the world wars.

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

- ✓ Take **2** Exams. Each exam is worth up to 120 points total. There will be both a **TAKE-HOME PART** and **IN-CLASS PART** to each exam. The purpose of these exams is to assess both your critical thinking and comprehension of the material learned.
 - The take-home part of the exam will consist of tasks (such as The Twitter Challenge, Political Cartoon Create & Analyze, &/or Essay) that will build off of in-class activities. As long you come to class and fully participate in & understand the activities you participate and collaborate in, you will do well on these tasks. If you decide to email me your take-home part of the exam, you will need to email it to me prior to class on the scheduled exam day in order for it to be turned in on-time. When completing the take-home part of the exam, be sure to thoroughly read the directions given for completing the tasks and ask questions about it no later than the class period prior to when it is due.
 - The in-class part of the exams will consist of a mixture of multiple choice, matching, true-or-false+rationale, &/or short written answer question (write 3-5 sentences per question).
 - Study Guides for the exams will be made available approximately 2 weeks prior to the exam.
 - **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 on the scheduled day, I expect you or a family member to **immediately** contact me before the exam. **No make-up exam will be scheduled without you contacting me in a timely manner.**

- ✓ Complete **15** Homework Worksheet assignments (abbreviated HW in the Class Schedule) for homework. These 1-2 page worksheets have a varied number of questions that promote critical thinking and may include analyzing primary sources; finding, critiquing, & summarizing various news and media sources; pondering hypothetical situations; conducting interviews; comparing & contrasting historical experiences across cultures & time, &/or relating historical events to contemporary issues & events. These worksheets are due on specific days according to the class schedule and **due in-class** (or turned in by email by the start of the class period so not considered late) and will be shared in class and serve as a way of preparing you for our face-to-face class meeting. Worksheets will be passed out in-class at the class meeting *prior* to the class meeting in which it is due at so that we can go over what the worksheet entails. If you are unable to be in-class on the day in which the worksheet is passed out at, you can find a PDF copy of the worksheet in "Resources" in our class Laulima site. The worksheets give only a limited amount of space for your answers—this is so that your answers are concise, yet significant—but please feel free to attach another piece of paper if you want to write more. Everyone will complete their assignments 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 &/or conducted research as required. Each worksheet is worth up to 4 points. Please note that if any 2 or more worksheets are completed exactly alike, a **zero** will result. There is a 48-hour "grace period" for turning this in late for a

grade. After this grace period, late HWs will be accepted until the last day of instruction with a 20% point penalty.

- ✓ Complete the **Cover Letter & Resume for a Historical Leader**. This typed, grammatically & mechanically correct assignment is worth up to 30 points total and will be **due by or in-class Thursday, 5/2 either in hardcopy format OR EMAILED to me as a Microsoft Word Document, Google Doc, or PDF only. Be sure to read the guidelines starting on the last two pages of this 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 the job of Chief Executive Officer (C.E.O.) of KickA** Industries, a joint-stock company* (*in this class, you will learn that joint-stock companies, which arose in the early modern period, had the authority to trade, colonize, wage war, & conquer). 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 20% point penalty and will not be considered for the job.
 - At class on Thursday, 5/2, you will present on your historical leaders in small groups. Each group will then determine the best leader from their group and will then create a campaign pitch as to why this leader should be hired as the C.E.O. of KickA** Industries. If time permits, an election debate may also take place. The students who created the Cover Letters & Resumes of the individuals who were chosen in each group will each receive 5 points extra credit, and the student whose individual is ultimately hired will receive an additional 3 points extra credit.
- ✓ Complete a variety of in-class activities such as The Twitter Challenge, Political Cartoon Create & Analyze, hypothetical scenarios, presentations, role-playing activities, free-writes, discussions, guided readings, primary source & relevancy analyses, exit assessments, mock trials, & 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 if time permits. 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. In total, in-class activities will be worth 30 points of your total grade which is 8% of your final 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 **4** 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 4 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

*2 Exams	x 120 points each	=	240 points	(67% of final grade)
*15 Homework Worksheets	x 4 points each	=	60 points	(17% of final grade)
*Cover Letter & Resume Assignment		=	30 points	(8% of final grade)
*In-Class Activities		=	30 points	(8% of final grade)
		=	360 points possible	

****Everyone starts the class with an "A" (360 points)!
What you do with your "A" is now up to you!***

To keep your	You can't lose more than	Which means
A	36 points	A = 324 points & above
B	72 points	B = 288 points & above
C	108 points	C = 252 points & above
D	144 points	D = 216 points & above

*You may keep track of your grade in our class's Lulima site under the Gradebook option. **Please note, though, that whatever grade you see in Gradebook may not be truly reflective of your actual grade because there may be some work that you may have not yet completed which has not yet been factored into your grade, and thus, your grade will appear higher than it really is. If you have completed all your assignments and they have been graded & released back, then your grade in Gradebook will most likely be accurate.** If you are concerned about your grade, then you should talk to me after class or come by my office during my office hours.

*(Hopefully, this will not happen, but if it turns out that more than 144 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 statements:**

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.

TITLE IX

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, WCC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at 808-235- 7393 or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.

ALTERNATE CONTACT INFORMATION:

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121; Phone: 808-235-7422; Email: wccaa@hawaii.edu

CLASS SCHEDULE

*The class is set up so that you complete the following tasks in this general order for EACH topic unit that corresponds to a specific chapter or chapters in the textbook:

1. 🌐 **ENGAGE:** This refers to the activities that we complete in-class. This includes engaging with the Topic Unit's Lesson(s) found in our class HIST 152 Google Site (which is accessed through our class Lulima site; click on the "HIST 152 Google Site" link to the left of the screen in our class Lulima site). Furthermore, this includes group & individual assignments, watching videos &/or documentaries, and reading relevant sources. **Lesson(s) not finished in-class will be assigned for homework.**
2. 📖 **READ:** read the assigned readings. This includes readings for the textbook and primary & secondary source readings found in the "Resources" icon in our class Lulima site in the "Primary Source Readings" folder or the "Secondary Source Readings" folder.
3. 🚌 **ATTEND:** come to class on the designated day and participate in in-class activities and ask questions.
4. 😊 **COMPLETE:** complete the designated assignments before the due date and turn them in at the beginning of class.



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

WEEK ONE: Monday, 1/7 through Sunday, 1/13:**Topic Unit: 1) Class Introductions, Expectations & Understanding Course Tasks; 2) The World Today—A World Without Traditional Borders**

- 🚌 **ATTEND: Class on Tuesday, 1/8**
 - 🌐 ENGAGE: Class introductions & review syllabus
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #1
 - Other homework?

 - 🚌 **ATTEND: Class on Thursday, 1/10**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #1
 - 🌐 ENGAGE: Understanding Course Tasks
 - 🌐 ENGAGE: Lesson #1: The World Today—A World Without Traditional Borders (found in our class Google site).
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #2
 - Other homework?
-

WEEK TWO: Monday, 1/14 through Sunday, 1/20:**Topic Unit: Voyages of Exploration—Causes & Consequences**

- 🚌 **ATTEND: Class on Tuesday, 1/15**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #2
 - 🌐 ENGAGE: Lesson #2: Voyages of Exploration—Causes & Consequences (found in our class Google site).
 - 🌐 ENGAGE: HW #2 Share & Tell
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - 📖 READ:
 - Textbook: Chapter 20: Transoceanic Encounters and Global Connections, all pages
 - Other homework?

 - 🚌 **ATTEND: Class on Thursday, 1/17**
 - 🌐 ENGAGE: Group Assignment—Voyages of Exploration
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #3
 - Other homework?
-

WEEK THREE: Monday, 1/21 through Sunday, 1/27:**Topic Unit: Colliding Worlds in the Americas & Oceania—Cross-Cultural Encounters, Exchange, & Conflict in the New World**

- 🚌 **ATTEND: Class on Tuesday, 1/22**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #3
 - 🌐 **ENGAGE:** Lesson #3: Colliding Worlds in the Americas & Oceania—Cross-Cultural Encounters, Exchange, & Conflict in the New World (found in our class Google site).
 - 🌐 **ENGAGE:** HW #3 Share & Tell
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - 📖 **READ:**
 - Textbook: Chapter 22: New Worlds: The Americas & Oceania, all pages
 - Other homework?

 - 🚌 **ATTEND: Class on Thursday, 1/24**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #3
 - 🌐 **ENGAGE:** Individual & Collaborative Activities—Indigenous Leaders & The Twitter Challenge
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - HW #4
 - Other homework?
-

WEEK FOUR: Monday, 1/28 through Sunday, 2/3:**Topic Unit: Colliding Worlds in Africa—Cross-Cultural Encounters, Exchange, & Conflict Between Europe & Africa**

- 🚌 **ATTEND: Class on Tuesday, 1/29**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #4
 - 🌐 **ENGAGE:** Lesson #4: Colliding Worlds in Africa—Cross-Cultural Encounters, Exchange, & Conflict Between Europe & Africa (found in our class Google site).
 - 🌐 **ENGAGE:** Homework #4 Share & Tell
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - 📖 **READ:**
 - Textbook: Chapter 23: Africa and the Atlantic World, all pages
 - Other homework?

 - 🚌 **ATTEND: Class on Thursday, 1/31**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #4
 - 🌐 **ENGAGE:** Group Assignment—Concept Mapping & The Triangular Trade
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - HW #5
 - Other homework?
-

WEEK FIVE: Monday, 2/4 through Sunday, 2/10:**Topic Unit: Tradition, Stability, & Transformation in Europe**

- 🚌 **ATTEND: Class on Tuesday, 2/5**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #5
 - 🌐 ENGAGE: Lesson #5: Tradition, Stability, & Transformation in Europe (found in our class Google site).
 - 🌐 ENGAGE: HW #5 Share & Tell
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - 📖 READ:
 - Textbook: Chapter 21: The Transformation of Europe, all pages
 - Other homework?

 - 🚌 **ATTEND: Class on Thursday, 2/7**
 - 🌐 ENGAGE: Group Assignment—Building Own Sovereign State
 - 🌐 ENGAGE: Individual & Collaborative Activities—Rulers, Thinkers, & The Twitter Challenge
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #6
 - Other homework?
-

WEEK SIX: Monday, 2/11 through Sunday, 2/17:**Topic Unit: Enlightened Reality? The Age of Revolutions**

- 🚌 **ATTEND: Class on Tuesday, 2/12**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #6
 - 🌐 ENGAGE: Lesson #6: Enlightened Reality? The Age of Revolutions (found in our class Google site).
 - 🌐 ENGAGE: HW #6 Share & Tell
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - 📖 READ:
 - Textbook: Chapter 26: Revolutions and National States in the Atlantic World, all pages
 - The following reading is found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings” folder:
 - The Secret Police Paris Police Reports (Primary Source)
 - Other homework?

 - 🚌 **ATTEND: Class on Thursday, 2/14**
 - 🌐 ENGAGE: Individual Activity—Assessing The French Revolution
 - 🌐 ENGAGE: Individual & Collaborative Activities—The French Revolution & The Twitter Challenge
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #7
 - Other homework?
-

WEEK SEVEN: Monday, 2/18 through Sunday, 2/24:**Topic Unit: Tradition, Stability, & Transformation in East Asia**

- 🚌 **ATTEND: Class on Tuesday, 2/19**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #7
 - 🌐 ENGAGE: Lesson #7: Tradition, Stability, & Transformation in East Asia (found in our class Google site).
 - 🌐 ENGAGE: HW #7 Share & Tell
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - 📖 READ:
 - Textbook: Chapter 24: Tradition and Change in East Asia, all pages
 - Other homework?

- 🚌 **ATTEND: Class on Thursday, 2/21**
 - 🌐 ENGAGE: Individual & Collaborative Activities—Unifiers of Japan & The Twitter Challenge
 - 🌐 ENGAGE: Collaborative Activity—Assessing Isolationism, Part I
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - HW #8
 - Other homework?

WEEK EIGHT: Monday, 2/25 through Sunday, 3/3:**Topic Unit: Tradition, Stability, & Transformation in the Islamic Empires**

- 🚌 **ATTEND: Class on Tuesday, 2/26**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #8
 - 🌐 ENGAGE: Lesson #8: Tradition, Stability, & Transformation in the Islamic Empires (found in our class Google site).
 - 🌐 ENGAGE: HW #8 Share & Tell
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - 📖 READ:
 - Textbook: Chapter 25: The Islamic Empires, all pages
 - Other homework?

- 🚌 **ATTEND: Class on Thursday, 2/28**
 - 🌐 ENGAGE: Individual & Collaborative Activities—Islamic Rulers & The Twitter Challenge
 - 🌐 ENGAGE: Take-Home Portion of Exam #1 Q & A Workshop
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - Begin completing the Take-Home Part of Exam #1
 - Begin studying for Exam #1
 - Other homework?

WEEK NINE: Monday, 3/4 through Sunday, 3/10:**Topic Unit: Review & Exam #1**

- 🚌 **ATTEND: Class on Tuesday, 3/5**
 - 🌐 ENGAGE: Group Activity—Exam #1 Review Game
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - Complete the Take-Home Part of Exam #1
 - Study for Exam #1

 - 🚌 **ATTEND: Class on Thursday, 3/7**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** Take-Home Part of Exam #1
 - 🌐 ENGAGE: Complete Exam #1
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #9
 - Other homework?
-

WEEK TEN: Monday, 3/11 through Sunday, 3/17:**Topic Unit: The Industrial Revolution—Society Transforms Itself**

- 🚌 **ATTEND: Class on Tuesday, 3/12**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #9
 - 🌐 ENGAGE: Lesson #9: The Industrial Revolution—Society Transforms Itself
 - 🌐 ENGAGE: HW #9 Share & Tell
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - 📖 READ:
 - Textbook: Chapter 27: The Making of Industrial Society, all pages
 - The following reading is found in the “Resources” icon in our class Lulima site, then click on the “Primary Source Readings” folder:
 - Thomas Malthus On Population
 - Other homework?

 - 🚌 **ATTEND: Class on Thursday, 3/14**
 - 🌐 ENGAGE: Individual & Collaborative Activities—The Industrial Revolution & The Twitter Challenge
 - 🌐 ENGAGE: Individual Activity—Assessing The Problems of Industrial Society
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #10
 - Other homework?
-

WEEK ELEVEN: Spring Break: Monday, 3/18 through Friday, 3/22

WEEK TWELVE: Monday, 3/25 through Sunday, 3/31:**Topic Unit: The Manifest Destiny of the United States—Liberty, Equality, & Power**

- 🚌 **ATTEND: Class on Monday, 3/25**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #10
 - 🌐 **ENGAGE:** Lesson #10 The Manifest Destiny of the United States—Liberty, Equality, & Power (found in our class Google site).
 - 🌐 **ENGAGE:** HW #10 Share & Tell
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - 📖 **READ:**
 - Textbook: Chapter 28: The Americas in the Age of Independence, all pages
 - The following reading is found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings” folder:
 - Native American Primary Sources
 - Other homework?
- **HOLIDAY: PRINCE KUHIO DAY TUESDAY, 3/26**
- 🚌 **ATTEND: Class on Thursday, 3/28**
 - 🌐 **ENGAGE:** Individual & Collaborative Activities—Manifest Destiny & The Twitter Challenge
 - 🌐 **ENGAGE:** Individual Activity—Ideals vs. Reality: A Contradictory Society
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - HW #11
 - Other homework?

WEEK THIRTEEN: Monday, 4/1 through Sunday, 4/7:**Topic Units: 1) Societies @ Crossroads—Transform or Collapse?; 2) Modern Imperialism—The Building of Global Empires**

- 🚌 **ATTEND: Class on Tuesday, 4/2**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #11
 - 🌐 **ENGAGE:** Lesson #11: Societies @ Crossroads—Transform or Collapse? (found in our class Google site).
 - 🌐 **ENGAGE:** Lesson #12: Modern Imperialism—The Building of Global Empires (found in our class Google site).
 - 🌐 **ENGAGE:** HW #11 Share & Tell
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - 📖 **READ:**
 - Textbook: Chapter 29: The Building of Global Empires, all pages
 - The following reading is found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings” folder:
 - Saigo & Okubo on Korea (found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings Folder” folder).
 - Other homework?
- 🚌 **ATTEND: Class on Thursday, 4/4**
 - 🌐 **ENGAGE:** Group Activity—Building Own Global Empire

- 🌐 ENGAGE: Collaborative Activity—Assessing Isolationism, Part II
- TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #12
 - Other homework?

WEEK FOURTEEN: Monday, 4/8 through Sunday, 4/14:

Topic Unit: Total War—The Great War

- 🚌 **ATTEND: Class on Tuesday, 4/9**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #12
 - 🌐 ENGAGE: Lesson #13: Total War—The Great War (found in our class Google site).
 - 🌐 ENGAGE: HW #12 Share & Tell
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - 📖 READ:
 - Textbook: Chapter 30: The Great War: The World in Upheaval, all pages
 - The following reading is found in the “Resources” icon in our class Lulima site, then click on the “Secondary Source Readings” folder:
 - Wilson’s Crusade & Bush’s Crusade
 - Other homework?
- 🚌 **ATTEND: Class on Thursday, 4/11**
 - 🌐 ENGAGE: Individual Activity—The Reasons for War
 - 🌐 ENGAGE: Individual & Collaborative Activities—The Great War & The Twitter Challenge
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #13
 - Other homework?

WEEK FIFTEEN: Monday, 4/15 through Sunday, 4/21:

Topic Unit: The Age of Anxiety—A Disillusioned Society in the Aftermath of the Great War

- 🚌 **ATTEND: Class on Tuesday, 4/16**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #13
 - 🌐 ENGAGE: Lesson #14: The Age of Anxiety—A Disillusioned Society in the Aftermath of the Great War (found in our class Google site).
 - 🌐 ENGAGE: HW #13 Share & Tell
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - 📖 READ:
 - Textbook: Chapter 31: An Age of Anxiety, all pages
 - The following reading is found in the “Resources” icon in our class Lulima site, then click on the “Primary Source Readings” folder:
 - The Walking Dead in an Age of Anxiety
 - Other homework?
- 🚌 **ATTEND: Class on Thursday, 4/18**
 - 🌐 ENGAGE: Group Assignment—Building Own Totalitarian Regime
 - 🌐 ENGAGE: Individual & Collaborative Activities—The Age of Anxiety & The Twitter Challenge

- TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #14
 - Other homework?

WEEK SIXTEEN: Monday, 4/22 through Sunday, 4/28:

Topic Unit: Total War Again—World War II

- 🚌 **ATTEND: Class on Tuesday, 4/23**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #14
 - 🌐 ENGAGE: Lesson #15: Total War Again—World War II (found in our class Google site).
 - 🌐 ENGAGE: HW #14 Share & Tell
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - 📖 READ:
 - Textbook: Chapter 33: New Conflagrations: World War II, all pages
 - The following reading is found in the “Resources” icon in our class Laulima site, then click on the “Primary Source Readings” folder:
 - Night (Primary Source)
 - Picture Letters From The Commander in Chief (Primary Source)
 - Other homework?
- 🚌 **ATTEND: Class on Thursday, 4/25**
 - 🌐 ENGAGE: Individual & Collaborative Activities—WWII & The Twitter Challenge
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - HW #15
 - 📖 READ:
 - Textbook: Chapter 34: The Bipolar World, all pages
 - Textbook: Chapter 35: The End of Empire and the Emergence of a World Without Borders, all pages
 - **Start working on your Cover Letter & Resume for a Historical Leader which is due on in one week on Thursday, 5/2**
 - Other homework?

WEEK SEVENTEEN: Monday, 4/29 through Sunday, 5/5:

Topic Unit: 1) After War—The Cold War & The End of Empire & Our Global World; 2) Learning Portfolio

😊 **COMPLETE:** **Email me** your completed “Cover Letter & Resume for a Historical Leader” as a Google Doc, Word Doc or PDF. The DUE DATE for emailing this to me is **Sunday, 4/28 @ 11:59pm.**

- 🚌 **ATTEND: Class on Tuesday, 4/30**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** HW #15
 - 🌐 ENGAGE: Lesson #16: After War—The Cold War & The End of Empire & Our Global World (found in our class Google site).
 - 🌐 ENGAGE: HW #15 Share & Tell
 - TO DO **AFTER** THIS CLASS & BEFORE NEXT CLASS:
 - Complete your Cover Letter & Resume for a Historical Leader

- Other homework?
- 🚌 **ATTEND: Class on Thursday, 5/2**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** Cover Letter & Resume for a Historical Leader
 - 🌐 **ENGAGE:** Group Activity: KickA** Industries Executives Hiring Executives Discussion & Campaign
 - 🌐 **ENGAGE:** Take-Home Portion of Exam #2 Q & A Workshop
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - Complete the Take-Home Part of Exam #2
 - Start studying for Exam #2
 - Other homework?

WEEK EIGHTEEN: Monday, 5/6 through Thursday, 5/9:

Topic Unit: Final Assignments—Learning Portfolio & Exam #2

- 🚌 **ATTEND: Class on Tuesday, 5/7**
 - 😊 **DUE @ BEGINNING OF THIS CLASS:** Take-Home Part of Exam #2
 - 🌐 **ENGAGE:** Group Activity—Exam #2 Review Game
 - **TO DO AFTER THIS CLASS & BEFORE NEXT CLASS:**
 - Study for Exam #2
- 🚌 **ATTEND: Class on Thursday, 5/9 / LAST DAY OF CLASS**
 - 🌐 **ENGAGE:** Complete Exam #2
 - **ENJOY YOUR SUMMER BREAK!!!**

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. Battlefield experience. 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, to ponder what makes for a great or extraordinary leader, 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. All Cover Letters & Resumes must be typed and turned in **at class in either hardcopy format OR emailed to me as either a Microsoft Word Doc, Google Doc, or PDF only (I cannot open other formats)** by/on the due date.

*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.



@ _____
The Twitter Challenge

Directions: Fill out the following graphic by 1) picking a historical individual from this Week’s Topic; 2) creating a Twitter Handle for this historical individual; 3) determining what this historical individual would tweet based on a significant accomplishment, disaster, idea &/or event that is somehow related to this individual; 4) including at least 1 relevant hashtag; 5) explaining below why this historical individual would tweet this.

1. Historical Individual from this Week’s Topic _____
2. Create a Twitter Handle for this historical individual _____
3. Determine what this historical individual would tweet (140 characters or less)
4. Include at least 1 hashtag.

#

5. Explain why this historical individual tweet this.

