HIST 151: World History to 1500 Syllabus Fall 2024

3 Credits / CRN # 64279

Waipiʻo Valley - The Valley of the Kings - on Hawaiʻi Island

Instructor Information

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Zoom Virtual Office: By appointment only (email me to schedule)
Phone number: (808) 236-9132 (If I do not answer, you may leave a message but I highly recommend that you still **email** me your questions)

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

'O keia ka wā kūpono e ho'onui ai ka 'ike me ka ho'omaopopo i kō Hawai'i mau ho'oilina waiwai. Aia nō ho'i ma ke Kulanui Kaiāulu o ke Ko'olau nā papahana hou o nā 'ike 'akeakamai a me nā hana no'eau. Me ke kuleana ko'iko'i e ho'ohiki ke Kulanui e kāko'o a e ho'okumu i ala e hiki kē kōkua i ka ho'onui 'ike a nā kānaka maoli. Na mākou nō e ho'olako, kāko'o a paipai i nā Ko'olau a kō O'ahu a'e me nā hana no'eau ākea, ka ho'ona'auao 'oihana a me ka ho'onui 'ike ma ke kaiāulu — hō'a'ano a e ho'oulu i nā haumāna i ka po'okela.

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.

Course Information

HIST 151 Catalog Course Description
A global and historical survey focusing on human societies and cross-cultural interactions to 1500 C.E. (3 hours lecture) WCC: FG

Foundations Requirement and Hallmarks
HIST 151 fulfills 3 credits in Group A of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both an A.A. degree at WCC and a Bachelor's degree at UH Manoa. Consequently, it meets the following hallmarks of global and multicultural perspectives:
1. Provide students with a large-scale analysis of human development and change over time.
2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania.)
3. Offer a broad, integrated analysis of cultural, economic, political, scientific and/or social development that recognizes the diversity of human societies and their cultural traditions.
4. Examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. Include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

HIST 151 Student Learning Outcomes (SLOs)
The student learning outcomes (SLOs) for the course are (i.e., this is what you should be able to do by the end of this course):
1. Identify important individuals, places, organizations and concepts in pre-modern world history.
2. Arrange, in chronological order, significant events in world history.

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3. Describe and analyze global processes from prehistory to 1500 C.E. (e.g human migration, ecological forces, spread of world religions, creation of empires.)
4. Explain cause and effect relationships in history.
5. Compare and contrast historical experiences across cultures and time.
6. Relate historical events to contemporary issues and events.

Course Content
Primary topics covered in this course include:
- The development of complex societies in various regions of the world
- The spread of the world's peoples and religions
- The effects of geography and ecological forces on complex societies
- Cross-cultural encounters and conflict between complex societies
- The art of rulership and the main functions of government in complex society
- The rise and fall of great empires

Course Communication
Course communication takes place through Laulima. All course announcements will be posted using the Announcements tool in Laulima and sent to your Google@UH account (i.e., this is your @hawaii.edu email account). I will post Announcements at least twice a week, on Mondays and Thursdays. I will return grades for your quizzes and other assignments in 3-7 days after the due date's 48-hour grace period. Other communication will be through the Google@UH account (i.e, your @hawaii.edu email account). If you have questions regarding:
- Laulima, please contact help@hawaii.edu
- This course in general, please contact maliakon@hawaii.edu

Course Expectations

As your instructor in this world history class, my role is to facilitate & guide your learning, cultivate course materials that are free and open, and invite feedback for improvement. I will hold myself to the following expectations:
1. Creation of a sense of community in a safe and respectful learning environment
2. Clear communication and response to emails within 24 hours if sent Sundays - Thursdays
3. Provide access to all course materials in a timely manner, open course assignments according to the schedule, maintain due dates, provide constant support throughout the course

As the student, your role is to engage with the content, learn as much as you can, and to participate actively and collaboratively in our class community. I will hold you to the following expectations:
1. Uphold and contribute to our safe and respectful learning environment and sense of community
2. Check your UH email (your @hawaii.edu email account) and log into our Laulima class site regularly and consistently, respond to emails, stay logged into your @hawaii.edu email account when in our Laulima class site
3. Actively participate in our class by staying engaged with the learning modules and keeping up with assignments

Course Format and Pacing

This course is an online, 16-week asynchronous course in Laulima which requires you to dedicate minimally 9 to 12 hours per week to course work. More specifically, the course is designed around **8 Lesson Modules** found in our class Laulima site. **Lesson Modules**, which may span multiple weeks of this course, begin on designated Mondays according to the course calendar (i.e., class schedule) and always end on designated Sundays according to the course calendar (i.e., class schedule). Since the learning in this course takes place asynchronously, in our Laulima class site, you should plan to set aside time each day or two to work through the **Lesson Module**. Setting aside time each day or two to work through the **Lesson Module** prevents the course materials and assignments from piling up to an unsustainable load.

Each Monday when a new **Lesson Module** begins, I will post an Announcement in Laulima (that will also be emailed to you) by 8:00 am (HST) in which I provide you with a suggested schedule of when to work on each part of **Lesson Module**. This Announcement will also highlight the various due dates for assignments within the **Lesson Module**. Note that for **Lesson Modules** that span multiple weeks, there will be different due dates for assignments to be completed within the **Lesson Module**. Note that every Monday by 8:00 am (HST), I will post an Announcement in Laulima regardless of whether a new **Lesson Module** begins.

The **8 Lesson Modules** for this course are scheduled as follows (**Lesson Modules** are released (available in Laulima) at least 1 week prior to their "BEGIN" date):

Lesson Module #1: Sharing Your Moʻolelo & Getting to Know the Class	**BEGIN: Monday, 8/26** **END: Sunday, 9/1** LENGTH: 1 week
Lesson Module #2: Law & Order in the Ancient World, Part I	**BEGIN: Monday, 9/2** **END: Sunday, 9/15** LENGTH: 2 weeks
Lesson Module #3: Law & Order in the Ancient World, Part II	**BEGIN: Monday, 9/16** **END: Sunday, 10/6** LENGTH: 3 weeks
Lesson Module #4: Law & Order in the Ancient World, Part III	**BEGIN: Monday, 10/7** **END: Sunday, 11/3** LENGTH: 4 weeks
Lesson Module #5: The Rise & Fall of Ancient World Societies Assessment Week	**BEGIN: Monday, 11/4** **END: Sunday, 11/10** LENGTH: 1 week
Lesson Module #6: Gods, War, & Peace in the Medieval World, Part I	**BEGIN: Monday, 11/11** **END: Sunday, 11/24** LENGTH: 2 weeks

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Lesson Module #7: Gods, War, & Peace in the Medieval World, Part II	BEGIN: Monday, 11/25 END: Sunday, 12/8 LENGTH: 2 weeks
Lesson Module #8: Capstone Week	BEGIN: Monday, 12/9 END: Sunday, 12/15 LENGTH: 1 week

For the **Lesson Modules** (i.e., Lesson Modules #2, #3, #4, #6, and #7) that contain course content (i.e., specific topics in Pre-Modern World History), there will be a substantial amount of information that you will learn in these **Lesson Modules. *You do <u>not</u> need to memorize all of this information.*** Quizzes, which occur at the end of Lesson Modules #2, #3, #4, #6, and #7, are based on "resourcefulness" and thus, you may use anything in our class Laulima site to help you on the quiz (though note that quizzes are timed so you will need to know where to look for information when taking the quiz). I also do <u>not</u> recommend taking notes on what you learn in the **Lesson Module** as you may get overwhelmed by the sheer amount of information you encounter and it may seem like you need to take notes on everything. I <u>do</u> recommend that you take notes on the Kahoot! Review Game that you will play as preparation for the **Lesson Module** Quiz as you are allowed to use these notes (and anything else in our class Laulima site) when you take the Quiz. Quizzes will contain written explanation questions (the topic of which is listed in the information for each Quiz found in the "Assignments" section of the **Lesson Module** in which assigned for) and I will grade your answers based on what you learn within the context of our class Laulima site.

Please pay close attention to due dates as they may differ from week to week. *Most* assignments are due on Sundays by 11:55 pm (HST), though there may be a few weeks where due dates change to a weekday. ***Please note that the class schedule is strictly followed and this is not a self-paced course.*** The goal is that at the end of the semester, you will have completed all course requirements and assignments that will demonstrate your learning of the material and ability to meet the course SLOs so that you pass the course with a good grade!

Required Materials

There are no required textbooks to purchase for this course. Readings and other resources are available for reviewing and downloading in the Laulima learning management system. While this course does make lengthy use of an OER (Open Educational Resource) history textbook, *World History: Cultures, States, and Societies to 1500*, this free resource is built into the **Lesson Modules** that you will engage and interact with in our Laulima class site. This course also makes use of specific readings that come from the OER textbook: *He Huaka'i Honua: Journeys in World History I, to 1500 CE Honolulu CC HIST 151* by Patrick M Patterson, Mieko Matsumoto, Cynthia Smith which is a free and tremendous resource that these authors, who are History Professors at Honolulu CC, have written. In order to succeed in completing your quizzes and projects, you need to complete the readings and other activities contained in the **Lesson Modules**. Because the documents for reading are embedded into our Laulima class site, this course is best viewed on a laptop or desktop monitor as these embedded documents may not be easy to navigate on a mobile device such as a smartphone. You may print out any of the documents embedded into our Laulima class site as it may be easier to read these documents

in hard copy format. ***Lastly, because many of our readings that are embedded in our Laulima class site are housed in Google Drive, you need to be logged into your Google@UH email account (i.e., this is your @hawaii.edu email account) in order to access these readings.***

Grades

Grading Breakdown
- 5 Quizzes (150 points total; 36% of final grade)
- Hypothetical Scenario Assessment (60 points total; 14% of final grade)
- Hypothetical Scenario Report (60 points total; 14% of final grade)
- 18 H5P Interactive Readings (3 points each; 13% of final grade)
- 6 Padlet Posts and Replies (6 points each; 9% of final grade)
- 7 Reflective Writings (5 points each; 8% of final grade)
- Introductory & Review Activities (25 points total; 6% of final grade)

Grading Point Scale (420 points total)
To earn the following grade in this class, you will need to accumulate the following amount of points:
A = 378 points and above
B = 336 points and above
C = 294 points and above
D = 252 points and above
F = 251 points and below

Late Work Policy
Late assignments are generally <u>not</u> accepted <u>unless</u> you have extenuating circumstances <u>and</u> contacted me in a timely manner. You have an automatic 48-hour grace period in which to submit your assignments. No assignments will be accepted beyond this 48-hour grace period unless you have extenuating circumstances and contacted me in a timely manner. If you have extenuating circumstances that are affecting your ability to succeed in this course, please contact me ASAP so that we can discuss your situation. If a valid emergency occurs and you are unable to complete an assignment, please contact me ASAP to discuss.

Withdrawals, Incompletes, and the "N" grade
- If you find that you are typically unable to complete the assigned work by the due date, you should withdraw from this course. The last date to withdraw from this course is **Monday, 11/4/24**.
- If an extenuating circumstance occurs and you are unable to finish the course, you need to contact me before the last day of the course so that we can discuss receiving an incomplete for the course.
- 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 and/or attended class regularly.

Assignment Descriptions

1. **Quizzes:** At the conclusion of most Lesson Modules, you will take one quiz in our Laulima course site based on what you learn in the specified Lesson Module. Quizzes are timed, can only be submitted once, and *will only be <u>opened</u> beginning the Monday of the last week of the Lesson Module in which assigned for and will then be due on the last Sunday of the Lesson Module in which assigned for*. Quizzes are found and accessed in the Lesson Module under the **"Assignments"** section in the Lesson Module. Or, you can also access Quizzes in the "Quizzes" tab in the left menu bar in Laulima. There are a total of five quizzes that you will have taken by the end of the course. Quizzes will consist of multiple choice (will need to select all correct answers) and true/false+rationale questions, and may also include written answer questions such as assessment questions, application questions, relevancy questions, hypothetical questions. While you complete the quiz, you may access the Lesson Module to help you with the quiz as the quizzes do emphasize resourcefulness. However, you also need to be mindful of your time as all quizzes will be timed, and the length of time provided for each quiz will depend on the length of the quiz. Some quizzes will contain more questions than others, and how many points each quiz is worth will vary depending on question type and length. Collectively, the quizzes will be 36% of your final grade.

2. **Hypothetical Scenario Assessment:** For this assessment, which is worth up to 60 points total, pretend that you have been commissioned by the fictional company KickA** Industries to determine why the great societies & empires of the Ancient World declined and collapsed in order for them to avoid the same fate. To complete this task, you must prepare a final assessment for KickA** Industries in Google Slides that provides a generalization of the top 3 reasons why the great societies & empires of the Ancient World declined and collapsed. While you can use what you've learned about any Ancient society to evidence the generalizations you have made, you must address and explain at least one of the specific factors that contributed to **the Late Bronze Age Collapse <u>AND</u>** at least one of the specific factors that contributed to the decline &/or collapse of the **Roman Republic <u>AND</u> at least THREE** of the following great societies and empires - the Akkadian Empire, the Assyrian Empire, Indus Valley Civilization, the Mauryan Empire, the Qin Dynasty, the Han Empire, the Maya, the Persian (Achaemenid) Empire, and the Roman Empire (in the West) - in order to support the 3 generalizations of why the great societies & empires of the Ancient World declined and collapsed. Note that sometimes I refer to the decline &/or collapse of a society/empire as its **fall**. For specific

requirements, see the guidelines in the "Assessment Guidelines" tab in Laulima or in this [Hypothetical Scenario Assessment link](#). **This report is due on Sunday, 11/10 by 11:55pm (HST).**

3. **Hypothetical Scenario Report:** For this report, which is worth up to 60 points total, pretend that you have been commissioned by the fictional company KickA** Industries to determine which historical ruler should become C.E.O. of KickA** Industries, a multinational corporation intent on global domination. The rulers Tiglath-Pileser III, Ashurbanipal, Ashoka from Lesson Module #2; the rulers Qin Shihuangdi and Kamehameha I from Lesson Module #3; the rulers Cyrus II and Trajan from Lesson Module #4; and the ruler Charlemagne from Lesson Module #6 and Genghis Khan from Lesson Module #7 are the final 9 candidates for this position and you will be picking **1** ruler from the candidate list for <u>each</u> of Lesson Modules #2, #3, <u>and</u> #4, <u>and</u> **1** ruler from <u>either</u> Lesson Module #6 <u>or</u> Lesson Module #7. You must then prepare a final 3 - 4 page report in Google Docs that analyzes the strengths and weaknesses of the 4 rulers you have chosen, and make a determination who should be hired based on how well the person meets Kautilya's standards for a good ruler and David Malo's standards for a good ruler. For specific requirements, see the guidelines in the "Report Guidelines" tab in Laulima or in this [Hypothetical Scenario Report link](#). **This report is due on Sunday, 12/15 by 11:55pm (HST).**

4. **18 H5P Interactive Readings:** These activities, which are created in H5P (an educational technology tool for creating interactive online content that can be embedded in Laulima), include, at minimum, reading a selection on a historical topic and answering questions about the reading. The readings for these H5P Interactivities fall under the topic of either "Environment in History" or "Modern Issues" and come from the OER textbook: *He Huaka'i Honua: Journeys in World History I, to 1500 CE Honolulu CC HIST 151* by Patrick M Patterson, Mieko Matsumoto, Cynthia Smith. Each of these activities is worth up to 3 points total. Although these activities are technically assignments, they will appear in the **"Learning Materials and Activities" section of the Lesson Module** as its own section (i.e., "subpage" or "folder") rather than in the "Assignments" section of the Lesson Module. These activities are due at various times throughout the Lesson Module in which assigned for (see Course Calendar for specific due dates).

5. **6 Padlet Posts and Replies:** These activities help you to share with your classmates what you have learned regarding specific topics. Each Padlet post is worth up to 4 points total and the required reply is worth up to 2 points total. This assignment is completed in Padlet which is linked in the Lesson Modules under the **"Assignments"** section of the Lesson Module. When creating your video posts and replies, be sure to 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 and 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 means removal of your video from Padlet and could mean removal from class). Although you may disagree with what I or your fellow classmates have to say, I expect you to always be **respectful** in your disagreement.

6. **7 Reflective Writings:** These are written assignments that ask you to reflect upon specified topics and questions. They help you use what you've learned by applying your learning in specific ways. One reflective writing assignment may help to prepare you for the Hypothetical Scenario Report. Each reflective writing assignment is worth up to 5 points total. These assignments are found and accessed in the Lesson Module under the **"Assignments"** section OR accessed in the "Reflective Writing Assignments" tab in the left menu bar in Laulima.

7. **Introductory & Review Activities:** Your **Moʻolelo Google Slide** (5 points) creation is a way to introduce yourself to the class by sharing your story (i.e., what you would like to share with myself and your fellow classmates). It also helps to introduce you to using Google Slides. Kahoot! Games, Hypothetical Scenario Polls and other polls, Drag & Drops, multiple choice questions, short answer questions, and other activities help to engage you with and apply what you're learning. These are found in the **Lesson Modules** and are collectively worth 6% of your grade. **As long as you participate in these review activities, you receive full credit** (i.e., even if you may respond with an incorrect answer, you will receive full credit for the activity as the purpose of review activities is for you to engage with what you are learning and to practice what your understanding of it)! **Note that several specific review activities (such as Hypothetical Scenario Polls (1 point each) and Drag & Drop Activities (1 point each)) will be graded for participation and will appear in Laulima's Gradebook as individual items.** Although "Introductory & Review Activities" are technically assignments, most of these will appear in the **"Learning Materials and Activities" section of the Lesson Module**, either embedded in different content sections (i.e., "subpages" or "folders"), or, as in the case of Drag & Drop Activities and Hypothetical Scenario Polls, appearing as its own section (i.e., "subpage" or "folder") rather than in the "Assignments" section. The due dates for introductory and review activities correspond to the last day of the Lesson Module in which assigned for unless otherwise indicated.

Course Calendar (i.e., Class Schedule)

Week	Begin Date	Module & Topics	Assignments Due (usually at end of the week, on Sunday at 11:55 pm (HST), unless otherwise indicated)
1	8/26/24	Lesson Module #1: Sharing Your Moʻolelo & Getting to Know the Class - Class Introductions - Familiarizing Yourself with the Course - Course Expectations - The Study of World History	- Padlet #1 Post and Reply (due Friday, 8/30 for Post* (see note below) and Sunday, 9/1 for Reply* (see note below)) - Your Moʻolelo Google Slide (due Sunday, 9/1* (see note below)) - H5P Interactive Reading #1 (due Sunday, 9/1* (see note below)) ***Note:** In accordance with UH Executive Policy 7.209, you will need to verify your participation in this course **by Tuesday, 9/3/24 at 11:55pm (HST).** To verify your participation in this course, you need to **either complete** at least one of the assignments listed above **OR** be sure to have **submitted your "Yes, I have read the Syllabus" response** to the question found in the "Syllabus" tab in our class Laulima site BY TUESDAY, 9/3/24 at 11:55pm (HST).

Week	Begin Date	Module & Topics	Assignments Due (usually at end of the week, on Sunday at 11:55 pm (HST), unless otherwise indicated)
			Failure to verify participation in this course can result in being disenrolled from this course.
2	9/02/24	Lesson Module #2: Law & Order in the Ancient World, Part I ● Early Human Migrations and The Transition to Complex Society ● The Beginning of Complex Society in Ancient Mesopotamia ● The Assyrian Empire and Other Mesopotamian Empires	● Padlet #2 Post (due Sunday, 9/8) ● H5P Interactive Reading #2 (due Sunday, 9/8) ● Reflective Writing #1 (due Sunday, 9/8)
3	9/09/24	Lesson Module #2: Law & Order in the Ancient World, Part I ● The Beginning of Complex Society in Ancient Egypt ● The Beginning of Complex Society in Ancient India ● The Mauryan Empire	● H5P Interactive Reading #3 (due Sunday, 9/15) ● Drag & Drop Activity #1: Understanding Kautilya's Advice (due Sunday, 9/15) ● Padlet #2 Reply (due Sunday, 9/15) ● Hypothetical Scenario Poll #1 (due Sunday, 9/15) ● Quiz #1 (due Sunday, 9/15)
4	9/16/24	Lesson Module #3: Law & Order in the Ancient World, Part II ● The Beginning of Complex Society in Ancient China ● The Warring States Period	● H5P Interactive Reading #4 (due Sunday, 9/22) ● H5P Interactive Reading #5 (due Sunday, 9/22)
5	9/23/24	Lesson Module #3: Law & Order in the Ancient World, Part II	● Drag & Drop Activity #2: Correlating the 3

Week	Begin Date	Module & Topics	Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:55 pm (HST), <u>unless</u> otherwise indicated)
		• The Qin Empire and Its Aftermath	Main Functions of Government in Complex Society to The First Emperor Qin's Actions (due Sunday, 9/29) • Reflective Writing #2 (due Sunday, 9/29) • Padlet #3 Post (due Sunday, 9/29) • H5P Interactive Reading #6 (due Sunday, 9/29)
6	9/30/24	Lesson Module #3: Law & Order in the Ancient World, Part II • Mesoamerica and The Maya • Oceania and Hawai'i	• H5P Interactive Reading #7 (due Sunday, 10/6) • Padlet #3 Reply (due Sunday, 10/6) • Drag & Drop Activity #3: Understanding David Malo's Advice (due Sunday, 10/6) • Hypothetical Scenario Poll #2 (due Sunday, 10/6) • Quiz #2 (due Sunday, 10/6)
7	10/07/24	Lesson Module #4: Law & Order in the Ancient World, Part III • The Persian (Achaemenid) Empire • The Greek City-States	• H5P Interactive Reading #8 (due Sunday, 10/13) • Padlet #4 Post (due Sunday, 10/13) • Reflective Writing #3 (due Sunday, 10/13)
8	10/14/24	Lesson Module #4: Law & Order in the Ancient World, Part III • The Greco-Persian Wars • The Peloponnesian War	• H5P Interactive Reading #9 (due Sunday, 10/20)

Week	Begin Date	Module & Topics	Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:55 pm (HST), <u>unless</u> otherwise indicated)
			• Padlet #4 Reply (due Sunday, 10/20) • Drag & Drop Activity #4: Ancient Sparta & Athens Primary Source Evidence (due Sunday, 10/20)
9	10/21/24	Lesson Module #4: Law & Order in the Ancient World, Part III • The Roman Republic	• H5P Interactive Reading #10 (due Sunday, 10/27) • Reflective Writing #4 (due Sunday, 10/27)
10	10/28/24	Lesson Module #4: Law & Order in the Ancient World, Part III • The Roman Empire	• H5P Interactive Reading #11 (due Sunday, 11/3) • Hypothetical Scenario Poll #3 (due Sunday, 11/3) • Quiz #3 (due Sunday, 11/3)
11	11/04/24	Lesson Module #5: The Rise & Fall of Ancient World Societies Assessment Week • Writing Your Hypothetical Scenario Assessment	• Hypothetical Scenario Assessment (due Sunday, 11/10)
12	11/11/24	Lesson Module #6: Gods, War, & Peace in the Medieval World, Part I • Medieval Europe	• H5P Interactive Reading #12 (due Sunday, 11/17) • H5P Interactive Reading #13 (due Sunday, 11/17) • Reflective Writing #5 (due Sunday, 11/17)
13	11/18/24	Lesson Module #6: Gods, War, & Peace in the Medieval World, Part I • The Rise and Expansion of Islam	• H5P Interactive Reading #14 (due Sunday, 11/24)

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Week	Begin Date	Module & Topics	Assignments Due (usually at end of the week, on Sunday at 11:55 pm (HST), unless otherwise indicated)
		● Africa and The Western Sudanic States	● H5P Interactive Reading #15 (due Sunday, 11/24) ● Hypothetical Scenario Poll #4 (due Sunday, 11/24) ● Quiz #4 (due Sunday, 11/24)
14	11/25/24	Lesson Module #7: Gods, War, & Peace in the Medieval World, Part II ● China: The Middle Kingdom ● The Rise of Japan	● Padlet #5 Post (due Sunday, 12/1) ● H5P Interactive Reading #16 (due Sunday, 12/1) ● H5P Interactive Reading #17 (due Sunday, 12/1)
15	12/02/24	Lesson Module #7: Gods, War, & Peace in the Medieval World, Part II ● The Mongol Empire	● Padlet #5 Reply (due Sunday, 12/8) ● H5P Interactive Reading #18 (due Sunday, 12/8) ● Hypothetical Scenario Poll #5 (due Sunday, 12/8) ● Reflective Writing #6 (due Sunday, 12/8) ● Quiz #5 (due Sunday, 12/8)
16	12/09/24	Lesson Module #8: Capstone Week ● Writing Your Hypothetical Scenario Report ● Thinking Back on What You Learned	● Padlet #6 Post and Reply (due Friday, 12/13 for Post and Sunday, 12/15 for Reply) ● Extra Credit Padlet Post and Reply (due Friday, 12/13 for Post and Sunday, 12/15 for Reply)

Week	Begin Date	Module & Topics	Assignments Due (usually at end of the week, on Sunday at 11:55 pm (HST), unless otherwise indicated)
			• Reflective Writing #7 (due Sunday, 12/15) • Drag & Drop Activity #5: Practice Correlating The First Emperor Qin Shihuangdi's Actions for the Hypothetical Scenario Report (due Sunday, 12/15) • Hypothetical Scenario Report (due Sunday, 12/15)
		Have a very Merry Christmas, great winter break, and Happy New Year!!!	

Course Policies and Resources

- Welcome to the wonderful world of pre-modern history where we will make the past come to life! I believe that if you can have fun while learning about history, you will have a much easier time engaging with the course materials, activities, and assignments. Your course materials, which includes primary and secondary source readings and videos, will teach you about key topics and course activities will help you practice what you've learned so that you are prepared to take the quizzes and complete the projects. This course was constructed using backward-design. The fundamental principle of backward design is determining what you should know how to do by the end of the course, and then constructing the course around what it is that you should learn in order to know how to do this. From this point onward, the course becomes assignment-centered in which the focus of the course will be on you, the student, learning what you need to learn in order to do well on the quizzes and Hypothetical Scenario Assessment and Report.

- The time commitment for this course is substantial. Each week the time commitment is minimally 9 - 12 hours for completing the **Lesson Modules**.

- The **Lesson Modules** in Laulima contain all your course materials and activities (either housed internally in Laulima or linked to an external site). Most assignments are

completed in Laulima and are linked in the **Lesson Modules**. Your Hypothetical Scenario Assessment is completed in Google Slides, and your Hypothetical Scenario Report is completed in Google Docs and shared with me via email (see report guidelines for specific information).

- It is very easy to fall behind in this class and very hard to catch back up. Please don't let this happen to you! If you think you will be unable to keep up with the course materials, activities, and assignments each week, please drop the class.

- In general, I will grade & input your grades for assignments into Laulima's Gradebook by 3-7 days after the due date's 48-hour grace period.

- 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.

Course Technology

As you know, this course is delivered in Laulima as a Learning Management system ([Laulima (Sakai) Accessibility](#)).
Please also be aware that Laulima:
- will be unavailable on a daily basis from 3:00am-4:00am HST for server backup and maintenance.
- automatically logs you out *if it does not detect activity for two hours*. A warning message will appear notifying you of the lack of activity. Activity is defined as clicking a button in Laulima such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.

Other technological tools are used in this course. Remember to review privacy/security policies before using technologies for online learning. Contact me if you would like to discuss the use of alternate options or technologies:

- [Google Docs](#) is used to deliver some course content and assignments. ([Google Docs Accessibility Statement](#), [Google Privacy Policy](#))
- [Google Slides](#) is used to deliver some course content and for some assignments. ([Google Slides Accessibility Statement](#), [Google Privacy Policy](#))
- [Google Drive](#) is used to deliver some course content. ([Google Drive Accessibility Statement](#), [Google Privacy Policy](#))
- [H5P](#) is used to deliver some course content and review activities ([Accessibility Statement](#), [Privacy Policy](#))
- [Kahoot!](#) is used for review activities ([Accessibility Statement](#), [Privacy Policy](#))
- [Padlet](#) is used for Discussion Forum activities ([Padlet Accessibility Statement](#), [Padlet Privacy Policy](#))
- [YouTube](#) is used to deliver some course content ([Accessibility Statement](#), [Privacy Policy](#))

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Required Hardware and Software

It is recommended that you:

- Use a more recent model desktop or laptop (2014 or later model), either Windows or Mac.
- Have access to reliable high-speed (Cable or DSL) Internet connection
- The preferred browser for this program and Laulima in general is Firefox. Depending on your browser settings, files may automatically download to your Downloads folder or open in a new window or tab. Install a recent version of [Firefox Browser](Firefox Accessibility Statement) ([Firefox Privacy Policy](#)) if you haven't done so.
- Have [Adobe (Acrobat) Reader](Adobe Acrobat Reader Accessibility Statement) ([Adobe Privacy Policy](#)) installed to your desktop or laptop. Download is free.
- Make sure you have [Google Consumer Apps](#) enabled. This allows you to access various Google Apps through your Google@UH account such as YouTube.

Minimum Technical Skill Requirements

In this course you would be required to utilize the Laulima learning management system to navigate and access course content. You will need to be proficient with basic computer skills such as word processing, navigating Internet browsers, downloading/uploading files, etc.

Technical Support

- [UH ITS Computer Help Desk](#) – email [help@hawaii.edu](#) or call 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
- Laulima Assistance Form – Click on the [Request Assistance](#) link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.
- [Laulima Student Support](#)
- [Information Security for Students](#)

Academic Support

University of Hawaii Community Colleges (UHCC)
- **Online Tutoring Service**: UHCC has contracted Tutor.com, an online tutoring service available 24/7 to provide additional academic support for UHCC students. For FAQs and how to access Tutor.com, review the [UHCC Students Tutor.com](#) page.

Windward Community College
- [Windward Community College Library](#)
- [eBooks Collection](#)
- [Writing Center](#)
- [Speech Lab](#)
- [Math Lab](#)
- [Evening and Online Learning at Windward Community College](#)

University Policies and Procedures

The University of Hawai'i is an equal opportunity/affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, victims of domestic or sexual violence, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. For additional details, visit the UH Systemwide Policies and Procedures Information System (PPIS) site.

Student Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources and transportation, among others. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation and overall student well being. If you or someone you know are experiencing basic needs insecurity, please see the following resources: UH System Basic Needs.

Student Conduct

Review the UH Systemwide Student Conduct Code for more information. Review the Online Netiquette and Privacy Tips to prepare yourself when interacting online.

Academic Honesty

Acts of dishonesty, including but not limited to the following:

- Cheating, plagiarism, or other forms of academic dishonesty.

Cheating is an act of academic dishonesty and includes, but is not limited to:

1. use of any unauthorized assistance in taking quizzes, tests, or examinations;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. the acquisition, without permission, of tests or other academic material belonging to a member of the UH faculty, staff or student body; and
4. engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

Plagiarism is also an act of academic dishonesty and includes, but is not limited to:

- the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement.
- It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Furnishing false information to any UH official, faculty member, or office.

Forgery, alteration, or misuse of any UH document, record, or form of identification.

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Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author. In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):
- Students will receive a failing grade for plagiarized assignments.
- All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

Disabilities Accommodations

The University of Hawai'i is committed to a barrier-free campus and provides accommodations to ensure students with disabilities equal access to education. We agree to make academic adjustments to ensure non-discrimination of students with disabilities. This commitment is in accordance with applicable state and federal laws, including the Americans with Disabilities Act, and Sections 504 and 508 of the Rehabilitation Act.

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see "Americans with Disabilities Act" and "Rehabilitation Act of 1973 – Section 504 or Section 508".

You must self-identify to the appropriate Disability Services Office and complete the intake process before receiving reasonable accommodations. To ensure the prompt and effective provision of accommodations, students should contact the Disability Services Office as early as possible. Find your disability services office contact for your home campus.

- **Windward Community College Disabilities Accommodations**
  - 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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. **Roy Inouye can be reached at (808) 235-7448, royinouy@hawaii.edu, or you may stop by Hale Kākoʻo 106 for more information.**

Sex Discrimination and Gender-Based Violence Resources (Title IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:
Desrae Kahale, **Mental Health Counselor & *Confidential Resource***
Phone: (808) 235-7393

Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Leslie Cabingabang, **UH System Confidential Advocate**
Phone/Text: (808) 348-0432 or (808) 341-0952
Email: advocate@hawaii.edu
Office: Hale Kākoʻo 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., **Title IX Coordinator**
Phone: 808-235-7468
Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

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 WCC Academic Affairs Office in Alakaʻi 121 / Phone # (808) 235-7422

Financial Aid Statement

If you do not begin attendance in a course or stop participating in a course, Title IV funds must be returned according to Federal Return of Title IV funds regulations (34 CFR 668.21(a)). This means you may be required to return some (or all) of the financial aid you have received. It is very important to remember that colleges are required to take steps necessary to ensure that students are academically engaged in order to justify the disbursement of Federal Title IV student aid funds. If at any time your plans change and you no longer plan to participate in the courses in which you enrolled, you must contact the financial aid office to minimize any possible negative financial impact. For more information on financial assistance for your education, please contact your [home campus financial aid office](#). Financial assistance may include grants, scholarships, and other resources to help you pay for the cost of college. A financial aid adviser will be able to help you navigate this process to determine your eligibility for these funds.