



HIST 152: World History Since 1500 Syllabus Fall 2024 (2nd 8-week Term)

3 Credits / CRN #64125



Waipi'o Valley - The Valley of the Kings - on Hawai'i Island

Instructor Information

Name: Malia Lau Kong

Email: maliakon@hawaii.edu ; email is the fastest way to reach me; I will usually respond to emails sent Sundays through Thursdays within 24 hours, and on Mondays if the email is sent on Fridays or Saturdays.

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 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 152 Catalog Course Description

A global and historical survey focusing on human societies and cross-cultural interactions since 1500 C.E. (3 hours lecture) WCC: FG

Foundations 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.

HIST 152 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 modern world history.
2. Arrange, in chronological order, significant events in world history.

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3. Describe and analyze global processes from 1500 C.E. (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.

Course Content

Primary topics covered in this course include:

- Cross-cultural interactions and conflict in modern world history
- The role of disease in modern world history
- The role of war and imperialism in modern world history
- The role of trade and industrialism in modern world history
- The causes and consequences of nationalism
- The advent of fascism and World War II
- The causes and consequences of globalism
- The art of ruling and governing in the context of the rise and fall of nations

Course Communication

Course communication takes place through Lulima. All course announcements will be posted using the Announcements tool in Lulima 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 24 hour grace period. Other communication will be through the Google@UH account. If you have questions regarding:

- Lulima, 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 Lulima class site regularly and consistently, respond to emails, stay logged into your @hawaii.edu email account when in our Lulima class site

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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, 8-week asynchronous course in Lulima that is offered in a compressed time frame, which requires you to dedicate minimally 9 to 12 hours per week to course work. More specifically, the course is designed around **Weekly** Lesson Modules found in our class Lulima site. Each week, beginning on Monday, you will start a Lesson Module in Lulima that will conclude on Sunday. Since the learning in this course takes place asynchronously, in our Lulima class site, you should plan to set aside time each day to work through the Week's Lesson Module. Each Monday, by 8:00 am (HST), I will post an Announcement in Lulima (that will also be emailed to you) in which I provide you with a suggested schedule of when to work on each part of the Week's Lesson Module. ***There will be a substantial amount of information that you will learn in each Week's Lesson Module. You do not need to memorize all of this information. Quizzes in this course are based on "resourcefulness" and thus, you may use anything in our class Lulima 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 not 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 do recommend that you take notes on the Kahoot! Review Game that you will play as preparation for the weekly Quiz as you are allowed to use these notes (and anything else in our class Lulima 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 each Lesson Module) and I will grade your answers based on what you learn within the context of our class Lulima site.***

Please pay close attention to due dates as they may differ from week to week. Padlet posts are mostly due on Fridays by 11:55pm (HST). Padlet replies and most other assignments (i.e., Reflective Writings, Quizzes, Introductory & Review Activities) are mostly due on Sundays by 11:55pm (HST). During the last week of the term, due dates change since the term officially ends on a Friday, and final grades are due the following day on Saturday (i.e., most assignments, including your Hypothetical Twitter Feud Project, will be due on Thursday by 11:55pm (HST) during the final week of the term). 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 course, which ends on a Friday, 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 Lulima learning management system. Free resources found online are built into the **Weekly** lesson modules that you will engage and interact with in our Lulima class site. In order to succeed in completing your quizzes and Hypothetical Twitter Feud Project, you need to complete the readings and other activities contained in the **Weekly** lesson modules. Because the documents for reading are embedded

into our Lualima 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 Lualima 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 Lualima 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 (300 points total)

- 5 Quizzes (145 points total; 48% of final grade)
- Hypothetical Twitter Feud Project (60 points total; 20% of final grade)
- 6 Padlet Posts and Replies (5 points each; 10% of final grade)
- 7 Reflective Writings (5 points each; 12% of final grade)
- Introductory & Review Activities (30 points total; 10% of final grade)

Grading Point Scale

To earn the following grade in this class, you will need to accumulate the following amount of points:

A = 270 points and above

B = 240 points and above

C = 210 points and above

D = 180 points and above

F = 179 points and below

Late Work Policy

You have an automatic 24-hour grace period in which to submit your assignments after the due date. Due to the accelerated nature of this course, late assignments are generally not accepted after this automatic 24-hour grace period unless you have extenuating circumstances and contacted me in a timely manner. In other words, no assignments will be accepted beyond this 24-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. If you find that you are typically unable to complete the assigned work by the due date, you should drop the course and take the course during the regular sixteen-week semester.

Withdrawals, Incompletes, and the “N” grade

- If you find that you are 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 **Thursday, 11/21/24.**

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- 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:** During most weeks, you will take one quiz in our Lulima course site based mostly* on what you learn in the **Weekly** lesson module for that week (*note that some quizzes may have questions that ask you to draw upon what you learned in previous weeks’ lesson modules). Quizzes are timed and will only be open from Thursday through Sunday of each week (if a two-week period, quiz will only be open from the 2nd Thursday through the 2nd Sunday of the two-week period). Quizzes are found and accessed in the **Weekly** lesson module under the **Assignments** section. Or, you can also access Quizzes in the “Quizzes” tab in the left menu bar. 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, and hypothetical questions that may require lengthy written responses. While you complete the quiz, you may access the Weekly 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 48% of your final grade.
2. **Hypothetical Twitter Feud Project:** Pretending that Twitter existed prior to its establishment in 2006, you will create a fictional Twitter Feud between two historical rulers from Modern World History (1350 CE to 1989 CE only; rulers chosen must no longer be alive) in Google Slides. By doing so, you will demonstrate your ability to identify and empathize with individuals who lived long ago while also explaining cause & effect relationships in history (namely those relationships dealing with cross-cultural exchanges and the rise and fall of societies and how well your chosen individuals governed their respective societies and dealt with both internal and external pressures),

and comparing & contrasting historical experiences across cultures & time. This project is worth up to 60 points total. For specific requirements, see the guidelines in the “Project Guidelines” tab in Lualima or [select this Project Guidelines for Hypothetical Twitter Feud Project link](#). **This project is due on Thursday, 12/12/24 by 11:55pm (HST).**

3. **6 Padlet Posts and Replies:** These activities help you to share with your classmates what you have learned regarding specified topics. Each Padlet post is worth up to 3 points total and the required reply is worth up to 2 points total. This assignment is completed in Padlet which is linked in the **Weekly** lesson modules under the **Assignments** section. 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.
4. **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. Some reflective writing assignments may help to prepare you for the projects. Each reflective writing assignment is worth up to 5 points total. These assignments are found and accessed in the **Weekly** lesson module under the **Assignments** section.
5. **Introductory & Review Activities:** Your **Mo’olelo 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 **Weekly** lesson modules and are collectively worth 8% 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 the introductory activity Exploration, Encounter, Exchange in the Early Modern World Interactive Book (5 points) and 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 Lualima’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 Weekly 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 the “Assignments” section. The due dates for review activities correspond to the last day of the Weekly Lesson Module in which assigned for (usually a Sunday, except for the last week of class).

Course Calendar

Week 1, Monday, 10/21 - Sunday, 10/27: Sharing Your Mo‘olelo & Getting to Know the Class

Topics:

- Class Introductions
- Familiarizing Yourself with the Course
- Course Expectations

Assignments:

- Padlet #1 Post and Reply (due Friday, 10/25 for Post* (see note below) and Sunday, 10/27 for Reply)
- Your Mo‘olelo Google Slide (due Sunday, 10/27* (see note below))
- Exploration, Encounter, Exchange in the Early Modern World Interactive Book (due Sunday, 10/27)
- ***Note:** In accordance with [UH Executive Policy 7.209](#), you will need to verify your participation in this course **by Tuesday, 10/22/24 at 11:55pm (HST)**. To verify your participation in this course, you need to **either complete** your **Padlet #1 Introduction Post** (access this Padlet in the Week 1 Lesson Module in our class Laulima site) **OR** your **Mo‘olelo Google Slide** (access this in the Week 1 Lesson Module in our class Laulima site) **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, 10/22/24 at 11:55pm (HST)**. Failure to verify participation in this course can result in being disenrolled from this course.

Week 2, Monday, 10/28 - Sunday, 11/3: Disease, Trade, & Conflict in the Early Modern World, Part I

Topics:

- The Transformation of Europe
- The Voyages of Exploration
- Cross-Cultural Conflict & Exchange in the Americas
- Cross-Cultural Conflict & Exchange in Oceania

Assignments:

- Padlet #2 Post and Reply (due Friday, 11/1 for Post and Sunday, 11/3 for Reply)
- Drag & Drop #1: Who Said It? Primary Source Quotes (due Sunday, 11/3)
- Hypothetical Scenario Poll #1 (due Sunday, 11/3)
- Reflective Writing #1 (due Sunday, 11/3)
- Quiz #1 (due Sunday, 11/3)

Week 3, Monday, 11/4 - Sunday, 11/10: Disease, Trade, & Conflict in the Early Modern World, Part II

Topics:

- Cross-Cultural Trade & Conflict in Africa
- Cross-Cultural Trade & Conflict in East Asia
- Cross-Cultural Trade & Conflict in the Islamic Empires

Assignments:

- Padlet #3 Post and Reply (due Friday, 11/8 for Post and Sunday, 11/10 for Reply)
- Drag & Drop #2: Comparing & Contrasting Hawai'i and Japan (due Sunday, 11/10)
- Hypothetical Scenario Poll #2 (due Sunday, 11/10)
- Reflective Writing #2 (due Sunday, 11/10)
- Quiz #2 (due Sunday, 11/10)

Week 4, Monday, 11/11 - Sunday, 11/17: Technology, Nationalism, & War in the Modern World, Part I

Topics:

- The Age of Political Revolutions
- The Industrial Revolution
- An Age of Ideologies
- The Manifest Destiny of the United States

Assignments:

- Padlet #4 Post and Reply (due Friday, 11/15 for Post and Sunday, 11/17 for Reply)
- Drag & Drop #3: Assessing the French Revolution (due Sunday, 11/17)
- Hypothetical Scenario Poll #3 (due Sunday, 11/17)
- Reflective Writing #3 (due Sunday, 11/17)
- Quiz #3 (due Sunday, 11/17)

Week 5, Monday, 11/18 - Sunday, 11/24: Technology, Nationalism, & War in the Modern World, Part II

Topics:

- Modern Imperialism - The Building of Global Empires

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- Societies @ Crossroads - Transform or Collapse
 - The Great War - The War to End All Wars
 - Global Pandemic - The Flu of 1918

Assignments:

- Padlet #5 Post and Reply (due Friday, 11/22 for Post and Sunday, 11/24 for Reply)
- Drag & Drop #4: Identifying Characteristics of the Transformation of Japan (due Sunday, 11/24)
- Hypothetical Scenario Poll #4 (due Sunday, 11/24)
- Reflective Writing #4 (due Sunday, 11/24)
- Quiz #4 (due Sunday, 11/24)

Weeks 6 & 7 (Two-Week Period), Monday, 11/25 - Sunday, 12/8: Technology, Nationalism, & War in the Modern World, Part III

Topics:

- The Age of Anxiety
- World War II - A World Under Fire
- The Cold War & Decolonization
- Our Global World

Assignments:

- Padlet #6 Post and Reply (due 1st Sunday, 12/1 for Post and 2nd Sunday, 12/8 for Reply)
- Reflective Writing #5 (due 1st Sunday, 12/1)
- Drag & Drop #5: Identifying Characteristics of the Age of Anxiety (due 2nd Sunday, 12/8)
- Hypothetical Scenario Poll #5 (due 2nd Sunday, 12/8)
- Reflective Writing #6 (due 2nd Sunday, 12/8)
- Reflective Writing #7 (due 2nd Sunday, 12/8)
- Quiz #5 (due 2nd Sunday, 12/8)

Week 8, Monday, 12/9 - Friday, 12/13: Capstone Week

Topics:

- Creating Your Hypothetical Twitter Feud Project
- Thinking Back on What You Learned

Assignments:

- Extra Credit Padlet Post and Reply (due Wednesday, 12/11 for Post and Thursday, 12/12 for Reply)
- Extra Credit Reflective Writing (due Thursday, 12/12)
- Drag & Drop Activity #6: Understanding David Malo's Advice (due Thursday, 12/12)
- Hypothetical Twitter Feud Project (due Thursday, 12/12)

Course Policies and Resources

- Welcome to the wonderful world of Modern World 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 projects.
- The time commitment for this course is substantial. Each week the time commitment is minimally 9 - 12 hours for completing the **Weekly** lesson modules, and substantially more when there is a project due.
- The **Weekly** 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 **Weekly** lesson modules. Your Twitter Feud Project is completed in Google Slides and shared with me via email (see project 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 **Weekly** 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 24-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:

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- 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 Lulima 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](#))

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 Lulima 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 Lulima 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.

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 Kāko‘o 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 Kāko‘o 101

Leslie Cabingabang, **UH System Confidential Advocate**

Phone/Text: (808) 348-0432 or (808) 341-0952

Email: advocate@hawaii.edu

Office: Hale Kāko‘o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D., **Title IX Coordinator**

Phone: 808-235-7468

Email: mozoo@hawaii.edu

Office: Hale Kāko‘o 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 Academic Affairs Office:

- Location: Alaka'i 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.