UNIVERSITY of HAWAI'I
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Ko'olau

# HIST 151: World History to 1500 Syllabus
## Spring 2026 (1st 8-week Term)

3 Credits / CRN #63122 / Online-Asynchronous



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

## Instructor Information

### How to Contact Your Instructor

**Instructor:** Malia Lau Kong

**Email:** maliakon@hawaii.edu; **email is the fastest and best 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. ***Please do not use Instant Messages in Lamakū to contact me as I will not use this in Lamakū and will not respond via this. Instead, please email me as this is the best and fastest way to reach me.***

**Office:** Palanakila 136

**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)

### 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: Alakaʻi 121
- Phone: (808) 235-7422

## 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 Hawaiʻi and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide Oʻahu's Koʻolau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

## Course Information

### Catalog 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.

## Student Learning Outcomes

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.
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 Lamakū. All course announcements will be posted using the Announcements tool in Lamakū 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 later in the week on Thursdays or Fridays. ***Please be sure to have email notifications of Announcement posts enabled in Lamakū to receive an email notification everytime I post an Announcement in Lamakū. To enable notifications, click on your name in the upper right hand corner of Lamakū and in the pull-down menu that appears, select "Notifications" which will allow you to customize your notifications.*** I will grade and input grades for your quizzes and other assignments in 3-8 days after the due date's 24-hour grace period in "Grades" in the upper Navigation Bar in Lamakū, though there may be times where I take several extra days to update Grades. Other communication will be through your @hawaii.edu email account. If you have questions regarding:

- Lamakū, 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 Lamakū class site regularly and consistently, respond to emails, stay logged into your @hawaii.edu email account when in our Lamakū class site
3. Actively participate in our class by staying engaged with the learning modules and keeping up with assignments

## Required Materials

There are no required textbooks to purchase for this course. Readings and other resources are available for reviewing and downloading in the Lamakū 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 Lamakū 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 report, you need to complete the readings and other activities contained in the Lesson Modules. Because the documents for reading are embedded into our Lamakū class site, this course may be best viewed on a laptop or desktop monitor as these embedded documents may not be so easy to navigate through the Pulse App (i.e., the student app for Lamakū) for your smart phone or tablet. You may also print out any of the documents embedded into our Lamakū 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 Lamakū 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.***

## Course Format & Pacing

This course is an online, 8-week asynchronous course in Lamakū that is offered in a compressed time frame which requires you to dedicate minimally 9 - 12 hours per week to course work. More specifically, the course is designed around **7 Lesson Modules** found in our class Lamakū site.

Each week, beginning on Monday, you will start a Lesson Module in Lamakū that will conclude on Sunday. Since the learning in this course takes place asynchronously, in our Lamakū 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 Lamakū *(this Announcement Post will also be emailed to you but to receive it, you need to have email notifications of Announcement posts enabled in Lamakū to receive this)* in which I provide you with a suggested schedule of when to work on each part of the week's Lesson Module.

The **7 Lesson Modules** for this course are scheduled as follows (Lesson Modules are released (available in Lamakū) **at least 1 day prior to their "BEGIN" date** (i.e., this would mean the Sunday right before it begins on the Monday)):

| | |
|---|---|
| **Lesson Module #1: Sharing Your Moʻolelo & Getting to Know the Class** | **BEGIN: Monday, 1/12**<br>**END: Sunday, 1/18**<br>LENGTH: 1 week |
| **Lesson Module #2: Law & Order in the Ancient World, Part I** | **BEGIN: Monday, 1/19**<br>**END: Sunday, 1/25**<br>LENGTH: 1 week |
| **Lesson Module #3: Law & Order in the Ancient World, Part II** | **BEGIN: Monday, 1/26**<br>**END: Sunday, 2/1**<br>LENGTH: 1 week |
| **Lesson Module #4: Law & Order in the Ancient World, Part III** | **BEGIN: Monday, 2/2**<br>**END: Sunday, 2/15**<br>LENGTH: 2 weeks |
| **Lesson Module #5: Gods, War, & Peace in the Medieval World, Part I** | **BEGIN: Monday, 2/16**<br>**END: Sunday, 2/22**<br>LENGTH: 1 week |
| **Lesson Module #6: Gods, War, & Peace in the Medieval World, Part II** | **BEGIN: Monday, 2/23**<br>**END: Sunday, 3/1**<br>LENGTH: 1 week |
| **Lesson Module #7: Capstone Week** | **BEGIN: Monday, 3/2**<br>**END: Friday, 3/6**<br>LENGTH: 5 days |

For the Lesson Modules (i.e., Lesson Modules #2, #3, #4, #5, and #6) 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 not need to memorize all of this**

**information.** Quizzes, which occur at the end of Lesson Modules #2, #3, #4, #5, and #6, are based on "resourcefulness" and thus, you may use anything in our class Lamakū 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 Lesson Module Quiz as you are allowed to use these notes (and anything else in our class Lamakū site) when you take the Quiz.*** Quizzes may contain written paragraph explanation questions (the question will be listed in the information for each Quiz found in the Lesson Module in which assigned for) and I will grade your answers based on what you learn within the context of our class Lamakū site.

Please pay close attention to due dates as they may differ from week to week. Padlet Posts are mostly due on Fridays by 11:59 pm (HST). Padlet Replies and other assignments (i.e., Quizzes, Reflective Writings, H5P Interactive Readings, Introductory & Review Activities) are mostly due on Sundays by 11:59 pm (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 the Hypothetical Scenario Report, will be due on Thursday by 11:59 pm (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!

## Course Technology

### Lamakū Learning Management System (https://lamaku.hawaii.edu/d2l/home)

This course uses multiple technologies to develop and deliver its content. Lamakū, the University of Hawai'i's current official Learning Management System (LMS), is where our course content is housed. Other technologies may also be used to support the delivery of our course.

**Lamakū Productivity Tips** (Lamakū (Brightspace) Accessibility):

- Please be aware that Lamakū will automatically log you out (for security reasons) if it does not detect activity for 3 hours. A warning message will appear, notifying you of the lack of activity. Activity is defined as clicking a button in Lamakū, such as "Save Draft" or "Next" (in a test), clicking on a course tab, or taking an action that sends information to the server.
- To prevent losing your work due to unexpected technology failures, always compose your work in another place such as Google Docs, then copy and paste the content into Lamakū.

### Regular & Substantive Interaction

Online courses at Windward Community College follow these guidelines for ensuring quality instruction: RSI Definition-WCC.

- Regular interactions in this course includes 1) the Monday Announcement Post that I post in Lamakū by 8:00 am (HST) on Mondays that introduces the Lesson Module and establishes a suggested schedule of when to work on course activities and assignments; and 2) the Check-In Announcement Post that I post in Lamakū on either Thursday or Friday by 12:00 pm (HST) that may clarify key topics or assignments from the Lesson Module and reminds of due dates.
- Substantive interactions in this course includes 1) the Introduction to the Lesson Module videos that I have made which provides an overview of key topics and individuals that you will be learning about in the Lesson Module; 2) Padlet discussions where I introduce the Padlet and you engage with one another by sharing what you have learned; and 3) feedback that I provide on certain assignments.

### Other Technology

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 Forms is used for some course activities and assignments. (Google Forms 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)

## Participation Verification

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish "participation" to ensure that they are not dropped from their class(es). Students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation. ***See "Course Calendar" below for ways you can verify your participation in the first week of our class.***

## Grading Policy

**Grading Breakdown (330 total points possible in this course)**

- 5 Quizzes (150 points total; 46% of final grade)
- Hypothetical Scenario Report (60 points total; 18% of final grade)
- 12 H5P Interactive Readings (2 points each; 7% of final grade)
- 5 Padlet Posts and Replies (6 points each; 9% of final grade)
- 7 Reflective Writings (5 points each; 11% of final grade)
- Introductory & Review Activities (31 points total; 9% of final grade)

**Grading Point Scale (330 points total)**

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

A = 297 points and above

B = 264 points and above

C = 231 points and above

D = 198 points and above

F = 197 points and below

**Accessing Grades**

Grades can be accessed in "Grades" in the upper Navigation Bar in Lamakū. Sometimes I may refer to "Grades" as Gradebook. *Please note that the letter grade displayed in "Grades" is an accumulation of all the points you have earned so far in the course, but it may be inaccurate if I have not updated "Grades" with the most recent of points earned for assignments, including inputting zeroes for missed assignments.* Final grades for the course (i.e., this is when the letter grade displayed in "Grades" will be accurate) will be available in "Grades" by the Monday following the end of our course (which ends on a Friday).

**Late Work Policy**

Late assignments are generally not accepted unless you have extenuating circumstances and contacted me in a timely manner. ***You have an automatic 24-hour grace period in which to submit your assignments.*** 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.

**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 by the withdrawal deadline.
- 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. ***Please note that Lamakū courses are automatically unpublished (i.e., closed) by UH two weeks after the term ends (i.e., faculty do not control when courses are published and unpublished in Lamakū) and this means that incomplete grades need to be made up within these two weeks before the course closes.***
- 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 Lamakū course site based on what you learn in the specified Lesson Module. ***Quizzes are timed, can only be submitted once, and will be due on the Sunday of the week in which assigned for.*** Quizzes are found and accessed in the Lesson Module or, you can also access Quizzes in the "Quizzes" tool in the upper Navigation Bar in Lamakū. There are a total of five quizzes that you will have taken by the end of the course. **Quizzes may consist of 2 parts: 1) Multiple Choice (you will need to select all correct answers); and 2) Written Paragraph Explanation (the question for this will be listed in the information for each Quiz found in the Lesson Module in which assigned for).** The Written Paragraph Explanation Question may be an assessment question, application questions, relevancy question, &/or hypothetical question. 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 the Multiple Choice Part of the quiz 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 length. Collectively, the quizzes will be 46% of your final grade.

2. **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 #5 and Genghis Khan from Lesson Module #6 are the final 9 candidates for this position and you will be picking 1 ruler from the candidate list for each of Lesson Modules #2, #3, and #4, and 1 ruler from either Lesson Module #5 or Lesson Module #6. 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 Lesson Module #7 (Week 8): Capstone Week in Lamakū or in this Hypothetical Scenario Report link. **This report is due on Thursday, 3/5/26 by 11:59 pm (HST).**

3. **12 H5P Interactive Readings:** These activities, which are created in H5P (an educational technology tool for creating interactive online content that can be embedded in Lamakū), 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 2 points total. These activities are due at various times throughout the Lesson Module in which assigned for (see Course Calendar for specific due dates), and will appear as their own page in the Lesson Module.

4. **5 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. These Padlets require that you make a video Post while the Reply can be written. This assignment is completed in Padlet which will appear as its own page in the Lesson Module in which assigned for (on this page, the Padlet will be embedded, but a direct link will also be provided; it may be easier to access the Padlet via this direct link which will open Padlet in its own screen rather than accessing it via the embed). When creating your video posts and written 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.

5. **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 in which assigned for OR accessed in the "Assignments" tool in the upper Navigation Bar in Lamakū.

6. **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! Review 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 throughout the Lesson Modules (some activities, such as Kahoot! Review Games and Hypothetical Scenario Polls, may appear as their own pages in the Lesson Module) and are collectively worth 9% 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 Lamakū's Gradebook as individual items.** The due dates for review activities correspond to the last day of the Lesson Module in which assigned for (usually a Sunday, except for the last week of class).

## ! NOTE ABOUT DUE DATES !

Please always follow the Course Calendar (i.e., Class Schedule) below to see what assignments are due and when (you may also follow due dates in the Monday Announcement I post for each Lesson Module). **Please do <u>not</u> rely on the "Work To Do" widget or "Calendar" for this course in Lamakū that are found on the home page of our course because these will <u>not</u> be accurate as there are some assignments for this course that are completed in external apps such as Google Docs, Google Forms, and Padlet and these do not get recorded in the "Work To Do" widget or "Calendar" in Lamakū.** Quizzes and Reflective Writings (which are found in "Assignments" in the upper Navigation Bar in Lamakū), however, should show up in the "Work To Do" widget and "Calendar" in Lamakū.

## ! NOTE ABOUT COURSE CONTENT !

**"Content"** is a tool in our Lamakū course site and once selected, a **"Table of Contents"** will appear. From this **"Table of Contents"** you will be able to select the specific Lesson Module assignment for the week(s) and the Pages contained within the Lesson Module (i.e., pages* may contain readings and videos on specific topics, activities, and assignments to complete; *note that "viewing" the page does not mean that the assignments found on that page are completed and have been submitted - you still need to submit your assignments. *In other words, do not rely solely on Lamakū to tell you what you need to complete as Lamakū unfortunately marks a Lesson Module as complete even if you did not submit all assignments contained in that Lesson Module.*
**Hence, you should instead follow the course calendar below by either printing it out or making an electronic copy for yourself and then checking off each assignment that you complete and submit.**

## Course Calendar (i.e., Class Schedule)

| Week | Begin Date | Course Content | Assignments Due (usually at end of the week, on Sunday at 11:59 pm (HST), unless otherwise indicated; be sure to submit your completed assignments as specified on the assignment) |
|---|---|---|---|
| **1** | 1/12/26 | ❖ **Getting Started**<br>➢ Course Introduction<br><br>❖ **Course Syllabus**<br>➢ Course Syllabus<br><br>❖ **Lesson Module #1 (Week 1): Sharing Your Moʻolelo & Getting to Know the Class**<br>➢ 1.1 Introduction to Lesson Module #1<br>➢ 1.2 Padlet #1: Introduce Yourself!<br>➢ 1.3 H5P Interactive Reading #1: Learning World History | ☐ Padlet #1 Post and Reply (due Friday, 1/16 for Post* (see note below) and Sunday, 1/18 for Reply* (see note below))<br>☐ Moʻolelo Google Slide (this "Sharing Your Moʻolelo Activity" is found in 1.1 Lesson Module #1 Introduction) (due Sunday, 1/18* (see note below))<br>☐ H5P Interactive Reading #1: Learning World History (due |

| Week | Begin Date | Course Content | Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:59 pm (HST), <u>unless</u> otherwise indicated; be sure to <u>submit</u> your completed assignments as specified on the assignment) |
|---|---|---|---|
| | | | Sunday, 1/18* (see note below))<br>☐ ***Note:** In accordance with UH Executive Policy 7.209, you will need to verify your participation in this course **by Tuesday, 1/13/26 at 11:59 pm (HST).** To verify your participation in this course, you need to **either complete** at least one of the assignments listed above **BY TUESDAY, 1/13/26 at 11:59 pm (HST)** or submit the Google Form in the "Syllabus" Module in Lamakū attesting to reading the syllabus by Tuesday, 1/13/26 at 11:59 pm (HST). Failure to verify participation in this course can result in being disenrolled from this course. |
| **2** | 1/19/26 | ❖ **Lesson Module #2 (Week 2): Law & Order in the Ancient World, Part I**<br>➢ 2.1 Introduction to Lesson Module #2 | ☐ H5P Interactive Reading #2: The Environmental Impact of Agriculture in Mesopotamia (due Sunday, 1/25) |

| Week | Begin Date | Course Content | Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:59 pm (HST), <u>unless</u> otherwise indicated; be sure to <u>submit</u> your completed assignments as specified on the assignment) |
|---|---|---|---|
| | | ➢ 2.2 Early Human Migrations and The Transition to Complex Society<br>➢ 2.3 The Beginning of Complex Society in Ancient Mesopotamia<br>➢ 2.4 H5P Interactive Reading #2: The Environmental Impact of Agriculture in Mesopotamia<br>➢ 2.5 Reflective Writing #1<br>➢ 2.6 The Assyrian Empire and Other Mesopotamian Empires<br>➢ 2.7 The Beginning of Complex Society in Ancient Egypt<br>➢ 2.8 The Beginning of Complex Society in Ancient India<br>➢ 2.9 H5P Interactive Reading #3: Indus Valley Civilization<br>➢ 2.10 The Mauryan Empire<br>➢ 2.11 Hypothetical Scenario Poll #1 | ☐ H5P Interactive Reading #3: Indus Valley Civilization (due Sunday, 1/25)<br>☐ Drag & Drop Activity #1: Understanding Kautilya's Advice (this "Drag & Drop" is found in 2.10 The Mauryan Empire) (due Sunday, 1/25)<br>☐ Hypothetical Scenario Poll #1 (due Sunday, 1/25)<br>☐ Reflective Writing #1 (due Sunday, 1/25)<br>☐ Quiz #1 Part I (due Sunday, 1/25)<br>☐ Quiz #1 Part II (due Sunday, 1/25) |

| Week | Begin Date | Course Content | Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:59 pm (HST), <u>unless</u> otherwise indicated; be sure to <u>submit</u> your completed assignments as specified on the assignment) |
|---|---|---|---|
| | | ➢ 2.12 Let's Review! Play the Kahoot! Review Game<br>➢ Quiz #1 Part I (Lesson Module #2: Law & Order in the Ancient World, Part I) Multiple Choice<br>➢ Quiz #1 Part II (Lesson Module #2: Law & Order in the Ancient World, Part I) Written Paragraph Explanation | |
| **3** | 1/26/26 | ❖ **Lesson Module #3 (Week 3): Law & Order in the Ancient World, Part II**<br>➢ 3.1 Introduction to Lesson Module #3<br>➢ 3.2 The Beginning of Complex Society in Ancient China<br>➢ 3.3 The Warring States Period<br>➢ 3.4 H5P Interactive Reading #4: The Dynastic Cycle, The Mandate of Heaven, and The Chinese Revolution of 1949<br>➢ 3.5 The Qin Empire and Its Aftermath<br>➢ 3.6 Reflective Writing #2<br>➢ 3.7 H5P Interactive Reading #5: | ☐ Padlet #2 Post & Reply (Post due Friday, 1/30 and Reply due Sunday, 2/1)<br>☐ H5P Interactive Reading #4: The Dynastic Cycle, The Mandate of Heaven, and The Chinese Revolution of 1949 (due Sunday, 2/1)<br>☐ Drag & Drop Activity #2: Correlating the 3 Main Functions of Government in Complex Society to The First Emperor Qin's Actions (this "Drag & Drop" is found in 3.5 The Qin Empire |

| Week | Begin Date | Course Content | Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:59 pm (HST), <u>unless</u> otherwise indicated; be sure to <u>submit</u> your completed assignments as specified on the assignment) |
|---|---|---|---|
| | | Challenges in Studying the History of the Americas and Moananuiākea<br>➢ 3.8 Mesoamerica and The Maya<br>➢ 3.9 H5P Interactive Reading #6: Deforestation in the Americas<br>➢ 3.10 Padlet #2: Hawai'i Alive!<br>➢ 3.11 Oceania and Hawai'i<br>➢ 3.12 Hypothetical Scenario Poll #2<br>➢ 3.13 Let's Review! Play the Kahoot! Review Game<br>➢ Quiz #2 (Lesson Module #3: Law & Order in the Ancient World, Part II) Multiple Choice | and Its Aftermath) (due Sunday, 2/1)<br>☐ Reflective Writing #2 (due Sunday, 2/1)<br>☐ H5P Interactive Reading #5: Challenges in Studying the History of the Americas and Moananuiākea (due Sunday, 2/1)<br>☐ H5P Interactive Reading #6: Deforestation in the Americas (due Sunday, 2/1)<br>☐ Drag & Drop Activity #3: Understanding David Malo's Advice (this "Drag & Drop" is found in 3.11 Oceania and Hawai'i) (due Sunday, 2/1)<br>☐ Hypothetical Scenario Poll #2 (due Sunday, 2/1)<br>☐ Quiz #2 (due Sunday, 2/1) |
| **4** | 2/2/26 | ❖ **Lesson Module #4 (Weeks 4 & 5): Law & Order in the Ancient World, Part III**<br>➢ 4.1 Introduction to Lesson Module #4<br>➢ 4.2 The Persian (Achaemenid) Empire | ☐ Padlet #3 Post (due Sunday, 2/8)<br>☐ H5P Interactive Reading #7: Democracy Then and Now (due Sunday, 2/8) |

| Week | Begin Date | Course Content | Assignments Due (usually at end of the week, on Sunday at 11:59 pm (HST), unless otherwise indicated; be sure to submit your completed assignments as specified on the assignment) |
|---|---|---|---|
| | | ➢ 4.3 Padlet #3: Gods, Goddesses, & Monsters<br>➢ 4.4 The Greek City-States<br>➢ 4.5 Reflective Writing #3<br>➢ 4.6 The Greco-Persian Wars<br>➢ 4.7 H5P Interactive Reading #7: Democracy Then and Now<br>➢ 4.8 The Peloponnesian War | ☐ Drag & Drop Activity #4: Ancient Sparta & Athens Primary Source Evidence (this "Drag & Drop" is found in 4.4 The Greek City-States) (due Sunday, 2/8)<br>☐ Reflective Writing #3 (due Sunday, 2/8) |
| **5** | 2/9/26 | ❖ **Lesson Module #4 (Weeks 4 & 5): Law & Order in the Ancient World, Part III**<br>➢ 4.9 The Roman Republic<br>➢ 4.10 Reflective Writing #4<br>➢ 4.11 The Roman Empire<br>➢ 4.12 H5P Interactive Reading #8: Learning from Rome<br>➢ 4.13 Hypothetical Scenario Poll #3<br>➢ 4.14 Let's Review! Play the Kahoot! Review Game<br>➢ Quiz #3 Part I (Lesson Module #4: Law & Order in the | ☐ Reflective Writing #4 (due Sunday, 2/15)<br>☐ H5P Interactive Reading #8: Learning from Rome (due Sunday, 2/15)<br>☐ Padlet #3 Reply (due Sunday, 2/15)<br>☐ Hypothetical Scenario Poll #3 (due Sunday, 2/15)<br>☐ Quiz #3 Part I (due Sunday, 2/15)<br>☐ Quiz #3 Part II (due Sunday, 2/15) |

| Week | Begin Date | Course Content | Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:59 pm (HST), <u>unless</u> otherwise indicated; be sure to <u>submit</u> your completed assignments as specified on the assignment) |
|---|---|---|---|
| | | Ancient World, Part III) Multiple Choice<br>➢ Quiz #3 Part II (Lesson Module #4: Law & Order in the Ancient World, Part III) Written Paragraph Explanation | |
| **6** | 2/16/26 | ❖ **Lesson Module #5 (Week 6): Gods, War, & Peace in the Medieval World, Part I**<br>➢ 5.1 Introduction to Lesson Module #5<br>➢ 5.2 Reflective Writing #5<br>➢ 5.3 Medieval Europe<br>➢ 5.4 H5P Interactive Reading #9: Medieval and Modern Trends in Antisemitism<br>➢ 5.5 Padlet #4: The Way of the Samurai<br>➢ 5.6 The Rise and Expansion of Islam<br>➢ 5.7 H5P Interactive Reading #10: Sunni / Shia Tensions<br>➢ 5.8 Africa and The Western Sudanic States<br>➢ 5.9 H5P Interactive Reading #11: Salt Production | ☐ H5P Interactive Reading #9: Medieval and Modern Trends in Antisemitism (due Sunday, 2/22)<br>☐ Padlet #4 Post & Reply (Post due Friday, 2/20 and Reply due Sunday, 2/22)<br>☐ H5P Interactive Reading #10: Sunni / Shia Tensions (due Sunday, 2/22)<br>☐ H5P Interactive Reading #11: Salt Production (due Sunday, 2/22)<br>☐ Reflective Writing #5 (due Sunday, 2/22)<br>☐ Hypothetical Scenario Poll #4 (due Sunday, 2/22)<br>☐ Quiz #4 (due Sunday, 2/22) |

| Week | Begin Date | Course Content | Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:59 pm (HST), <u>unless</u> otherwise indicated; be sure to <u>submit</u> your completed assignments as specified on the assignment) |
|---|---|---|---|
| | | ➢ 5.10 Hypothetical Scenario Poll #4<br>➢ 5.11 Let's Review! Play the Kahoot! Review Game<br>➢ Quiz #4 (Lesson Module #5): Gods, War, Peace in the Medieval World, Part I) Multiple Choice | |
| **7** | 2/23/26 | ❖ **Lesson Module #6 (Week 7): Gods, War, & Peace in the Medieval World, Part II**<br>➢ 6.1 Introduction to Lesson Module #6<br>➢ 6.2 China: The Middle Kingdom<br>➢ 6.3 The Rise of Japan<br>➢ 6.4 The Mongol Empire<br>➢ 6.5 H5P Interactive Reading #12: Modern Connections - Asian Dream<br>➢ 6.6 Padlet #5: Surviving the Zombie Apocalypse<br>➢ 6.7 Reflective Writing #6<br>➢ 6.8 Hypothetical Scenario Poll #5<br>➢ 6.9 Let's Review! Play the Kahoot! Review Game<br>➢ Quiz #5 (Lesson Module #6: Gods, | ☐ Padlet #5 Post and Reply (due Friday, 2/27 for Post and Sunday, 3/1 for Reply)<br>☐ H5P Interactive Reading #12: Modern Connections - Asian Dreams (due Sunday, 3/1)<br>☐ Reflective Writing #6 (due Sunday, 3/1)<br>☐ Hypothetical Scenario Poll #5 (due Sunday, 3/1)<br>☐ Quiz #5 (due Sunday, 3/1) |

| Week | Begin Date | Course Content | Assignments Due (<u>usually</u> at end of the week, on Sunday at 11:59 pm (HST), <u>unless</u> otherwise indicated; be sure to <u>submit</u> your completed assignments as specified on the assignment) |
|---|---|---|---|
| | | War, Peace in the Medieval World, Part II) Multiple Choice | |
| **8** | 3/2/26 | ❖ **Lesson Module #7 (Week 8): Capstone Week**<br>➢ 7.1 Introduction to Lesson Module #7<br>➢ 7.2 Write Your Hypothetical Scenario Report!<br>➢ 7.3 Reflective Writing #7<br>➢ 7.4 Extra Credit Padlet: Mary Kawena Pukui's ʻŌlelo Noʻeau | ☐ Extra Credit Padlet Post and Reply (due Wednesday, 3/4 for Post and Thursday, 3/5 for Reply)<br>☐ Reflective Writing #7 (due Thursday, 3/5)<br>☐ Drag & Drop Activity #5: Practice Correlating The First Emperor Qin Shihuangdi's Actions for the Hypothetical Scenario Report (this "Drag & Drop" is found in 7.1 Introduction to Lesson Module #7) (due Thursday, 3/5)<br>☐ Hypothetical Scenario Report (due Thursday, 3/5) |
| | | ***Have a wonderful rest of your Spring semester!*** | |

## 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 Hypothetical Scenario Report. 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 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 Lamakū contain all your course materials and activities (either housed internally in Lamakū or linked to an external site). Most assignments are completed in Lamakū and are linked in the Lesson Modules. 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 (i.e., points earned) for assignments into "Grades" in Lamakū by 3-8 days after the due date's 24-hour grace period, though there may be times where I take several extra days to update Grades.
- 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.

## Academic Integrity

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through the 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.

Windward CC Student Conduct Information

UH System Student Conduct Policy EO 7.208

## How to Seek Academic or Technical Support

### Academic Support

- Windward Community College Library
- Library eResources
- Ka Piko Writing Lab
- Ka Piko Speech Lab
- Ka Piko Math Lab
- Evening and Online Learning at Windward Community College
- STAR Balance

### Technical Support

- UH ITS Help Desk – email help@hawaii.edu or call 956-8883 (or 1-800-558-2669) for Laulima and most technology support. Available 24 hours a day, 7 days a week, including holidays.
- Student Tech Support - email winhelp@hawaii.edu, call 808-235-7437, or stop by in person at Hale Laʻakea 228. Available Monday–Friday from 8:00 am–4:00 pm.
- Information Security for Students

## College Policies & Support Services

### Disabilities Accommodations Statement

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, wccdsso@hawaii.edu, or stop by the office (Hale Kakoʻo 105) for more information.

### Basic Needs

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. 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 is experiencing basic needs insecurity, please see the UH System Basic Needs website.

## Mental Health Counseling

Mental Health and Wellness at Windward Community College counseling services and activities on campus to support students' life goals as well as their academic goals. Information about services can be found at the WCC Mental Health & Wellness website.

## UH Alerts

The UH Alert emergency notification system alerts the university community in the event of a natural, health or civil emergency. The information you provide will only be used in the event of an emergency that impacts the health and safety of the UH community or the closure of whole campuses. It will not be shared with others or used for routine UH communications or announcements. To sign up, visit UH Alerts website for more information.

## Financial Aid

If you are receiving financial aid and are contemplating not completing the course, BEFORE you withdraw, it is highly recommended that you contact the Financial Aid Office at 808-934-2712 or email them at wccfao@hawaii.edu to discuss the impact this decision may have on your financial aid eligibility.

## Student Conduct Code

Windward Community College follows the University of Hawai'i Code of Student Conduct which defines expected conduct for students and specifies those acts subject to University sanctions. Students should familiarize themselves with the Code of Student Conduct since, upon enrollment at Windward Community College, the student has placed herself/himself under the policies and regulations of the University and its duly constituted bodies. The disciplinary authority is exercised through the Office of the Vice Chancellor for Student Affairs. Copies of the Student Conduct Code are available at the Office of the Vice Chancellor for Student Affairs or online.

## Title IX - Sex Discrimination And Gender-Based Violence Resources

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:

Leslie Cabingabang, UH System Confidential Advocate
Phone/Text: (808) 348-0432 or (808) 341-4952
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

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Karen Cho, Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 120

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 https://www.hawaii.edu/titleix/