Request for Renewal of HIST 152 (World History since 1500) as a FG Course

Kap’iolani Community College, Spring 2013

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I. COURSE DESCRIPTION (from Course Outline, approved 2012, and to be included in the next KCC Catalog)

COURSE INFORMATION

HIST 152 World History since 1500 (3) AA/FGA and AS/AH
3 hours lecture per week
Prerequisite(s): Qualification for Eng100 or its equivalent

HIST 152 explores historical narratives and global perspectives on human societies and cross-cultural interactions from 1500 to the present. It examines the events, personalities, institutions, and ideas that shaped the modern world.

COURSE OBJECTIVES / COMPETENCIES
Upon successful completion of HIST 152, the students should be able to:

• Analyze the role and importance of individuals in history in the context of circumstances.
• Analyze cause and effect relationships while demonstrating a sense of historical time.
• Describe global processes (e.g. agricultural and urban revolutions, human migrations, ecological forces, industrialization and imperialism) with respect to social, religious, political, economic and/or technological forces among the various societies.
• Examine the ethics and traditions of peoples in history and evaluate them in relation to one’s own life and/or culture.

II. CHANGES

This document incorporates the changes made and approved in the five-year curriculum update for HIST 152, Fall 2012. These include changes in the wording of the course title and revision of course competencies. The course materials included have been updated. Other than that, no significant changes have been made since the original request for foundations designation was approved.

III. ASSESSING OF COURSE

Below are samples of course materials that illustrate how the course meets the Foundation Hallmarks (Global Multi-cultural Perspectives). Original course materials may be viewed upon request.
Hallmark 1. Provide students with a large-scale analysis of human development and change over time from prehistory to the present. (Note: the two FG courses will together cover the whole time period from pre-history to present)

HIST 152 is a survey of the history of humankind from the 1500s to the present thus meeting the requirements of category A. It focuses on the major civilizations and societies of the early modern and modern periods around the world. Multiple aspects of the cultural development of these civilizations and societies are examined with emphasis on broad trends and changes over time.

Supporting Course Materials: While the class schedule that follows provides a general framework of topics within the timeframe of this course, individual instructors may choose to emphasize certain themes and sub-topics, they consider appropriate.

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<th>Date</th>
<th>Topics and Readings</th>
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<tr>
<td>Week 1</td>
<td>Reading: McKay text, Chapter 15</td>
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<tr>
<td></td>
<td>January 07 Introductions and Course Syllabus</td>
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<td>09 European Exploration and the Columbian Exchange</td>
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<td>Week 2</td>
<td>Reading: McKay text, Chapters 15 and 20</td>
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<td></td>
<td>14 China from the Ming to the Manchus</td>
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<td>16 Zheng He/Cheng Ho</td>
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<td>Week 3</td>
<td>Reading: McKay text, Chapter 20 and 19</td>
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<td></td>
<td>21 Martin Luther King Jr Day—No class today</td>
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<td>23 Japan</td>
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<td>Week 4</td>
<td>Reading: McKay text, Chapters 19 and 17</td>
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<td></td>
<td>28 The Ottomans and Safavids</td>
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<td>30 Mughal India</td>
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<td>Week 5</td>
<td>Reading: McKay text, Chapter 17 and 21</td>
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<td>February  04 The Scientific Revolution</td>
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<td>06 The Enlightenment</td>
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<tr>
<td>Week 6</td>
<td>Reading: McKay text, Chapter 21</td>
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<td>11 The American Revolution</td>
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3
13 The French Revolution

Week 7 Reading: McKay text, Chapter 22

18 Presidents Day—No class today
20 The French Revolution

Week 8 Reading: McKay text, Chapter 23

25 Industrial Revolution
27 Industrial Revolution

Week 9 Reading: McKay text, Chapter 23

March 04 World Economy
06 Ideologies and Upheaval

Week 10 Reading: McKay text, Chapter 24

11 Midterm Exam
13 Socialism

Week 11 Reading: McKay text, Chapters 25 and 27

18 Industrial and Global Inequity
20 The Penetration of Asia and Egypt

Week X Spring Break Week March 25-29

Week 12 Reading: McKay text, Chapters 27 and 28

April 01 New Imperialism
03 World War I

Week 13 Reading: McKay text, Chapters 28 and 30

08 The Russian Revolution
10 Nationalism in the Middle East and South Asia

Week 14 Reading: McKay text, Chapters 30 and 31

15 Nationalism and Imperialism in Asia
17 Authoritarian Dictatorships

Week 15 Reading: McKay text, Chapters 31 and 32

22 World War II
Writing Assignment:

Writing Project Example for Hallmark 1
History 152: World Civilizations II

(Contemplating Our World)

Purpose
We study the past to help us understand the present. If we can learn from past experiences, then we can find some guidance when making contemporary decisions. This assignment will give you an historical perspective for understanding the world today, and it will provide you with the necessary skills to interpret our modern times.

Before you start writing, you must . . .
Choose one of the following topics with its corresponding “thinking historically” skill and read the appropriate pages in Kevin Reilly's Worlds of History: A Comparative Reader, Vol. II: Since 1400. Choose something that you consider interesting and important. If you can’t decide, I suggest that you read the “Historical Context,” “Thinking Historically,” and “Reflections” sections in each of these chapters to clarify your choices.

Topics Skills Pages
Chinese and European Expansion Reading Primary & Secondary Sources 1-36
Europeans, Americans, and Africans Comparing Primary Sources in the Atlantic World 37-77
Free Trade & the Opium War Understanding “Both Sides” 224-263
Independence & Westernization Appreciating Contradictions 303-343
Fascism, World War II & Genocide Understanding the Unforgivable 381-422
Women’s World Constructing Theory 464-502
Globalization Understanding Process 503-547

Three Part Writing Process (worth 100 points total)

Part I -- This will be an exploratory paper where you will discuss the topic and skill that you’ve chosen. Why did you choose this chapter? What did you learn? In this paper you will need to show evidence of having completed the assigned reading. This is an informal paper that resembles a diary entry, which encourages you to discover your thoughts by “talking to self.”
Part II -- This will be a letter to the author about the topic you’ve chosen. In this paper you will need to choose an author of an article from your chapter. You will need to demonstrate your understanding of this author’s ideas in relation to the other writers included in that chapter. You must also explain to this author what you think of his/her ideas by connecting those ideas to our modern world. This is an informal paper that allows you to use first person references to communicate with the author in a letter format.

Part III -- This will be a comparative essay that demonstrates your ability to see a variety of perspectives and apply the topic or skill to our modern world. Do not use first person references in this formal essay. In a formal essay both content and form are important.
Hallmark 2. Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) using multiple perspectives.

HIST 152 surveys the history of humankind from the voyages of discovery in the 16th century to the present day by focusing on the major civilizations and societies of the pre-modern, modern, and post-modern periods in the regions of the Middle East, South Asia, East Asia, south Asia, the Mediterranean and Europe, Africa, Central and South America, and Oceania.

Multiple aspects of the cultural traditions of these civilizations and societies are examined and compared with emphasis on broad trends and changes over time.

Supporting Course Materials: Instructors may select and use their own textbooks. The materials below are from one such text that is used by several instructors.

Assigned Readings:

Ch 16: The Acceleration of Global Contact 1450-1600
   The Afroeurasian Trade Before Columbus
   The European Voyages of Discovery
   The Impact of Conquest
   Changing Values and Beliefs

Ch 17: European Power and Expansion 1500-1750
   Seventeenth Century Crisis and Rebuilding
   Absolutism in France and Spain
   Absolutism in Austria, Prussia and Russia
   Alternatives to Absolutism in England and the Dutch Republic
   Colonialism in the Americas

Ch 18: New Worldviews and Ways of Life 1540-1790
   The Scientific Revolution
   The Enlightenment
   Enlightened Absolutism
   The Growth of Consumerism in the Atlantic World

Ch 19: Africa and the World 1400-1800
   West Africa in the Fifteenth and Sixteenth Centuries
   Cross-Cultural Encounters Along the East Africa Coast
   The African Slave Trade

Ch 20: The Islamic World Powers 1300-1800
The Movement of Peoples
The Countries of Asia in Comparative Perspective

Ch 27: Nation Building in the Americas and Australia 1770-1914
Latin America, 1800-1914
The United States, 1789-1914
Canada, From French Colony to Nation
Australia, From Penal Colony to Nation
The New Countries from a Comparative Perspective

Ch 28: World War and Revolution 1914-1929
The First World War, 1914-1918
The Home Front
The Russian Revolution
The War’s Consequences
The Search for Peace and Political Stability, 1919-1929
The Age of Anxiety

Ch 29: Nationalism in Asia, 1914-1939
The First World War’s Impact on Nationalist Trends
The Nationalist Movements in the Middle East
Toward Self-Rule in India
Nationalist Struggles in East and Southeast Asia

Ch 30: The Great Depression and World War Two, 1929-1945
The Great Depression, 1929-1939
Authoritarian States
Stalin’s Soviet Union
Mussolini and Fascism in Italy
Hitler and Nazism in Germany
The Second World War, 1939-1945

Ch 31: Global Recovery and Division Between Superpowers, 1945 to the Present
The Division of Europe
Renaissance and Crisis in Western Europe
The United States: Confrontation and Transformation
Japan’s Resurgence as a World Power
The Post-Cold War Era in Europe

Ch 32: Independence, Progress, and Conflict in Asia and the Middle East, 1945 to the Present
The Resurgence of East Asia
New Nations and Old Rivalries in South Asia
Secularism and Religion at War in the Middle East
Ch 33: The Global South: Latin America and Africa, 1945 to the Present
Latin America: Moving Toward Democracy
Nationalism in Sub-Saharan Africa
Sub-Saharan Africa Since 1960
Interpreting the Experiences of the Emerging World

Ch 34: A New Era in World History
Global Unity or Continued Division?
Global Interdependence
The Growth of Cities
Science and Technology: Changes and Challenges
Social Reform and Progress

Typical Study Questions: (based on texts and class discussions)

Global Contact: The Age of Reconnaissance and Age of Discovery had profound Global consequences. What drew the Europeans into this global exploration? What effects did the new trade routes have on Europe? What effects did they create worldwide? What was the Columbian Exchange? How did the arrival of the Europeans in the Americas affect the Native American Populations? How did the emerging slave trade affect the West African populations?

The Global World: The course traces the effects of global interaction after the 1500s. Discuss the effects of the Scientific Revolution? Explain the causal chain of events from the Scientific Revolution to the Enlightenment on to the political revolutions in the United States and France. Explain the emergence of the Industrial Revolution. How did the Industrial Revolution lead to the New Imperialist movement of the late 19th Century? How did the Industrial Revolution reshape Asia and Africa? Why did the age of New Imperialism lead to the First and Second World Wars? How did ideologies such as Marxism, Fascism, and Socialism shape history? How does the bipolar world of the Cold War develop? Why did the Soviet Union collapse? What are the effects of Globalism today? How have the forces of globalism spawned a traditionalist backlash?

Examples of other kinds of course material that focus on the history of different regions and through time, and thus meet this hallmark, can be found under the following hallmarks.
Hallmark 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.

While studying the major civilizations of the pre-modern, modern, and post-modern world as mentioned in Hallmark 1, HIST 152 emphasizes political, economic, social, religious, technological, ideological, and philosophical developments. The course follows the development and dissemination of the emerging ideological, technological, and economic systems that proliferate in the global world. The course emphasizes the interconnected nature of all of the above aspects of human culture.

HIST 152 recognizes both the similarities and diversity that have characterized civilizations and societies in different regions of the world as well as over time. Students are exposed to various points of view to provide them with a meaningful understanding of the differences that have existed amongst peoples. In addition, differences within civilizations and peoples based on region, class, gender and religion are also highlighted.

Assigned Readings:

Study Questions: (based on texts and class discussions)
Course Topics: (based on texts and class discussions)

Politics: History 152 traces the development of the major political systems in the world since 1500, covering the rise of nation states, and political ideologies ranging from socialism to fascism. History 152 deals with the major shifts in politics following the Enlightenment movement including the major political revolutions in the United States, France, Russia, and Latin America. Typical questions used for discussion and exams include: “The textbook asserts that Europe underwent a ‘duel revolution’ in politics and economics in the last years of the 17th Century. Describe and analyze this duel revolution in Europe. Did Asia and Africa also experience a dual revolution? Explain.”

Economics: History 152 covers the development of global trade from the early cross-oceanic voyages to the modern global system. Further, the course also explains and examines the early beginnings and subsequent growth of capitalism, socialism, and communism tracing the roots and expansion into the worldwide forces that they are today. Typical questions used for discussion and exams include: What is Globalism? How did it develop? What are the major categories of the global system? What is “Dependency Theory?” Define Core, Semi-Periphery, and Periphery in the World Systems context. How have the core countries affected the economic development of the Semi-Peripheral and Peripheral countries?

Politics: History 152 traces the development of the modern nation state in Asia, Africa, Europe, Oceania, and the Americas. Political development within nations and international politics between nations are covered from the 16th Century onward.
Political theories from the Enlightenment and the democratic ideals of liberty and equality to ideas to nationalism, fascism and communism are covered in History 152. Typical questions used for discussion and exams include: Around 1500 three powerful Islamic nations arose in the Middle East. Compare and contrast the Ottoman, Safavid, and Mughal Empires. How were they similar? How did they differ? What were their major achievements? Why did they all decline?

**Scientific:** History 152 looks at scientific developments since the 16th Century covering a variety of subjects ranging from the scientific revolution of the 16-17th Centuries to the Nuclear and computer age today. Topics include the great scientific and technological advances of China, the Muslim Middle East, Europe, and the Americas. Typical questions used for discussion and exams include: The Scientific Revolution was a magnificent achievement in itself; yet its impact went well beyond the secrets of celestial and terrestrial motion. It initiated an incredible chain of events that would have a profound impact on history. What was the Scientific Revolution? Explain the development of the Scientific Revolution. Explain the chain of events (all of the way up through the Enlightenment to the French Revolution) that the unlocking of the secrets of science inspired.

**Social:** History 152 covers the major social developments worldwide from the 16th Century to the present. Topics include such diverse subjects as the role of women in society, the role of the common people in history, the role of music in history, and impact of popular movements, the role of migration in history and the role of class in society. Typical questions used for discussion and exams include: Being one of the four cradles of civilization, China has a long and illustrious history. China has provided a model for many other civilizations, including Japan. As Japanese civilization developed, they practiced “selective borrowing” from the Chinese. Compare and contrast China under the Ming and Ching dynasties with Japan under the Tokugawa Shogunate. How are they similar? How do they differ? Why? What is “selective borrowing?” Explain how changes in power can occur in the two nations.

Sample Essay Exam Questions:

Around 1500, the world existed as a number of isolated pockets of people and cultures. Yet after the beginnings of the European age of overseas exploration the world rapidly shifted to a unified world in which the formerly isolated pockets now began to interact. Describe what happened when the Spanish and Portuguese began their overseas explorations. Be sure to include both the Aztecs and the Incas in your essay. Finally, explain the Columbian Exchange and its effects in the Americas, Europe, and the World.

Though the American Revolution seems to have created much more important results than the French Revolution, this can be explained by the fact that society in America was relatively young and power was not yet so entrenched, which allowed for the creation of a new nation. The age and entrenched power systems of France, dating back to the feudal period made change much more difficult. Describe what happened in the French Revolution, explaining the different phases and the shifting basis of power from its
beginning up to Napoleon. Though no new nation was formed by the end of the revolution, important changes had occurred. Please explain what these changes were.
**Hallmark 4. Examines processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity.**

HIST 152 addresses processes of cross-cultural interaction and exchange that have linked the world’s peoples through time in multiple ways including but not limited to migrations, both forced and voluntary, invasions and conquests, trade, explorations, spread of religion and other cultural traditions. In doing so, the consequences, both positive and negative are noted. Students gain an understanding of how peoples and cultures have influenced and transformed one another in diverse ways.

Sample Course Materials: See chapter outlines in Hallmark One to review the typical topics covered in HIST 152.

Discussion Questions: (based on text and class discussions)

Conquest and Cultural Interaction: How was “New Imperialism” justified? What arguments were used to demonstrate that western conquest of the non-western world was natural and, indeed, good? What do you understand by “Social Darwinism” and the concepts of the “civilizing mission” and the “white man’s burden”? What was the impact in Asia, Southeast Asia, Africa and South Asia? How far has the process of “Decolonization” gone to undo the effects of “New Imperialism?” Is Japanese imperialism the same as European and American imperialism? If so, how and why and if not, why not? Were the Japanese “justified” in their development as an imperial power? Is “imperialism” ever justified, and if so, how?

Sample Essay Topics Based Upon Supplementary Texts

**Instructions for Paper #3: Train to Pakistan**

For this paper, you will need to have read *Train to Pakistan* by Khushwant Singh. You may also find it useful to have read the appropriate sections on the subject of India and Pakistan in your textbook. (See 932-34, 992-93) In *Train to Pakistan*, Khushwant Singh gives us the story of the simple village of Mano Majra in which Hindus, Muslims, and Sikhs have lived in harmony for generations. He describes how the simple village lifestyle of these people began to change as a result of outside forces as the anticipated split between India and Pakistan became a reality. For this paper I would like you to address the issues of how and why the villagers of Mano Majra changed from caring neighbors to deadly enemies. In order for you to do this I would like you to give an analysis of the role that each of the named characters played in the story. That is, for each of the characters I would like you to explain what Khushwant Singh is showing with them. What are the author’s views on religion? How about government? Why did the villagers let this happen? What does the author think of the socialists? Finish your papers with an analysis of Singh’s purpose in writing this book—what is it that he wanted to show the reader?

These papers should be typed and double-spaced. Your paper should be
approximately four pages in length. Your paper should be focused on the questions that I have outlined above. The best papers will use evidence directly from the text to support their arguments. I expect your papers to be written on a college level. I urge you all to find someone to proofread your papers. I also recommend that you read your sentences out loud to hear if they sound awkward. This last paper is worth 50 points. Please see me if you have any further questions regarding this paper. Good luck!

Instructions for Paper #1 History 152

For this first paper you will need to have read The 47 Ronin Story. Though parts of this story are dramatized, the story is based upon a real event that occurred in 1701. In this period of time, Japan was ruled under the dyarchy of the shogun and the emperor which lasted from 1192 and the formation of the Kamakura Shogunate up until the end of the Tokugawa Shogunate and the Meiji restoration in 1867. For your paper, you should read both The 47 Ronin Story and the section on Japanese history in chapter 21 in your McKay text (682-98) and listen to my lectures on Japan. In your paper you will attempt to place the story within its historical context. That is, you will show which details from the lectures and the textbook fit with what you learn from the story. In this period Japan is going through a variety of changes that my lectures, the textbook, and the text describe. Your job will be to explain how The 47 Ronin Story shows these changes happening in Japanese society. This should cover approximately 3/4 of your paper. For the last part, I want you to explain the legacy of this story. The fact that this story is still televised each year in Japan and the fact that a great volume of literature discussing and analyzing the popularity of this story has developed attest to its importance in Japanese culture. Thus your last section will be your attempt to explain why this has happened. That is, what is it about this story that makes it so popular today?

These papers should be typed and double spaced. Your paper should be 4 pages in length. I expect your papers to be written on a college level. This means that there should be no spelling errors or obvious grammatical blunders. I urge all students to find someone to proofread their papers for clarity and errors. I advise students to not wait until the last minute to begin this assignment as this generally has a negative effect on the quality of your paper. This first paper is worth 50 points. Please see me if you have any further questions regarding this paper. Good luck!

Class Assignment on Zheng He

After reading an article on Zheng He taken from Kevin Reilly's Worlds of History: A Comparative Reader, Vol. II: Since 1400, and before starting the Chinese & European Expansion lecture, students are asked to freewrite on this question: Why didn't the Chinese become a world power like the Europeans? This freewrite is followed by paired sharing and a class discussion to discover that it wasn’t due to a lack of technical capabilities, but more to do with motivation, culture and politics. The lecture looks at why the Europeans, and not the Chinese, went on to dominate world trade after the 15th century.
Class Assignment on Coping Strategies
After reading the following three sources, students are asked: Which psychological coping strategies (i.e. denial, ennobling, compartmentalizing, rationalizing, scapegoating) did the Japanese, Germans, and Americans use to cope with the Rape of Nanking, the Holocaust, and the dropping of the atomic bombs on Hiroshima and Nagasaki?

Source #1
An excerpt from Iris Ching’s “Rape of Nanking” found in Kevin Reilly’s Worlds of History: A Comparative Reader, Vol. II: Since 1400

Source #2
Portions of a transcript from the Nuremburg trials
http://www.fordham.edu/HALSALL/MOD/1946hoess.html

Source #3
Quotes from Hiroshima’s atomic bomb survivors (Document 25.4 on the World History Documents CD-Rom provided with Howard Spodek’s The World’s History, Vol. II: Since 1100, 3rd edition)
**Hallmark 5. Include at least one component on Hawaiian, Pacific and Asian societies and their cultural traditions.**

Approximately 35% to 50% (depending on the instructor) of the course focuses on the history of various peoples of Asia. Instructors also include a component on the Pacific and Hawai`i.

Hawaii and the Pacific region is covered under a variety of topics in History 152 ranging from the initial contacts discussed under the age of discovery to the region’s role in WWII and the emerging global system.

Examples of Course Material focusing on the history of different regions of Asia can be found under other hallmarks.

**Lecture Topics (on Hawai`i and the Pacific)**

During the Nationalism lecture, when describing the growth of nationalism in Italy in the late 19th century connections are made between a common language, cultural identity and nationalism. Hawai`i is used as a point of comparison since the rebirth of the Hawaiian language has revived Hawaiian cultural identity, and thus the modern Hawaiian sovereignty movement.

During the lecture on 19th century Imperialism, when discussing the international prestige that motivated countries like Germany to acquire territories, Hawai`i’s King David Kalakaua is used as an example of how prevalent this idea was at the time. Kalakaua had dreams of creating a Pacific empire and even sent a diplomatic envoy to Samoa to meet with their chiefs to see if they would consider being part of it.
Hallmark 6. Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represents the perspectives of different societies and cultural traditions.

HIST 152 uses multiple modes of teaching/learning which incorporate cross-cultural perspectives. These usually include extensive reading and interpreting of primary sources such as official documents, religious and philosophical texts, works of literature, photographs and artifacts. While history textbooks typically include selections from such primary sources, in addition instructors also assign either entire primary sources or readers consisting of extracts from such material. Furthermore instructors also show and have class activities based on a variety of audio and videos clips and require or encourage students to undertake field research by visiting local museums, art galleries and historic sites.

Typical Primary Sources:


Reilly, Kevin Worlds of History: A Comparative Reader, Vol. II: Since 1400

Samples of Primary Sources in these texts

Chapter 14: GLOBALIZATION AND A NEW WORLD ORDER; 1960-to the present

Historical Context
Thinking Historically: Understanding Large Scale Change

--Exxon Mobile Corporation, Free Markets and the Global Classroom
--Sherif Hetata, “Dollarization”
--Philippe Legrain, “Cultural Globalization is Not Americanization”
--Miriam Ching Yoon Louie, “From Sweatshop Warriors: Immigrant Women”
--“Workers Take On the Global Factory”
--Benjamin Barber, Jihad vs. McWorld
--Mark Juergensmeyer, “Terror in the Mind of God”
--Global Environment Maps
--Cartogram of Global Warming
--Satellite Photo of the Earth at Night
--Jean Colombani, “We Are all Americans”
--Margaret Atwood, “Letter to America”
--CAPITALISM AND THE INDUSTRIAL REVOLUTION; Europe and the World, 1750-1900

Historical Context
Thinking Historically: Distinguishing Causes of Change
Historical Context
Thinking Historically: Making Comparisons

--Family Instructions for the Miu Lineage
--Mao Xiang, “How Don Xiaowan Became my Concubine”
--Anthony Reid, “Commerce and Gender in Southeast Asia”
--John Willis, Sor Juana Inez de la Cruz
--Mary Jo Maynes and Ann Waltner, “Women and Marriage in Europe and China”

Typical class activity based on primary sources:

• Class Assignment on the Slave Trade
After reading the article by Olaudah Equiano titled “Enslaved Captive” from Kevin Reilly’s [Worlds of History: A Comparative Reader], Vol. II: Since 1400, students answer these questions:

. How was he kidnapped from his home?
. Describe slave ship conditions.
. Why does he describe the white people as savage?
. Why did he think the white people were spirits with magical powers?
. What frightened the slaves when they arrived at Barbados? How did the slave traders pacify them?
. How did the slave market operate? What does Equiano think is the worst cruelty regarding the buying and selling of slaves?

• Class Assignment on Imperialism
Students read "The White Man's Burden" by Rudyard Kipling (Doc. 20.6 on the World History Documents CD-Rom provided with Howard Spodek's The World’s History, Vol. II: Since 1100, 3rd edition). Then, they visit <http://library.kcc.hawaii.edu/~soma/cartoons/> and look at three political cartoons: "School Begins" (1898), "A Trifle Embarrassed" (1898) and "The American Policy" (1901). After reading the poem and viewing the cartoons, they answer this question: What is "the white man's burden" and how do these cartoons help to illustrate it?

Field Research:
Instructors may recommend field research to the following:
Honolulu Academy of Arts, Bishop Museum, Honolulu Maritime Center
and various cultural and religious sites.

Also refer to the Assigned Readings under Hallmark 1.

Writing Assignment:

Example for Hallmark 6
History 152: World Civilizations II
Writing Project

Contemplating Our World
Purpose
We study the past to help us understand the present. If we can learn from past
experiences, then we can find some guidance when making contemporary decisions. This
assignment will give you an historical perspective for understanding the world today, and
it will provide you with the necessary skills to interpret our modern times.

Before you start writing, you must . . .
Choose one of the following topics with its corresponding “thinking historically” skill
and read the appropriate pages in Kevin Reilly's Worlds of History: A Comparative
Reader, Vol. II: Since 1400.
Choose something that you consider interesting and important. If you can’t decide, I
suggest that you read the “Historical Context,” “Thinking Historically,” and
“Reflections” sections in each of these chapters to clarify your choices.

Topics Skills Pages
--Chinese and European Expansion Reading Primary & Secondary Sources
   1-36
--Europeans, Americans, and Africans Comparing Primary Sources 37-77
   in the Atlantic World
--Free Trade & the Opium War Understanding “Both Sides” 224-263
--Independence & Westernization Appreciating Contradictions
   303-343
--Fascism, World War II & Genocide Understanding the Unforgivable
   381-422
--Women’s World Constructing Theory 464502
--Globalization Understanding Process 503-547

Three-Part Writing Process (worth 100 points total)
Part I -- This will be an exploratory paper where you will discuss the topic and skill that
you’ve chosen. Why did you choose this chapter? What did you learn? In this paper you
will need to show evidence of having completed the assigned reading. This is an informal
paper that resembles a diary entry, which encourages you to discover your thoughts by
“talking to self.”
Part II -- This will be a letter to the author about the topic you’ve chosen. In this paper you will need to choose an author of an article from your chapter. You will need to demonstrate your understanding of this author’s ideas in relation to the other writers included in that chapter. You must also explain to this author what you think of his/her ideas by connecting those ideas to our modern world. This is an informal paper that allows you to use first person references to communicate with the author in a letter format.

Part III -- This will be a comparative essay that demonstrates your ability to see a variety of perspectives and apply the topic or skill to our modern world. Do not use first person references in this formal essay. In a formal essay both content and form are important.

Further elaboration available upon request.