Fast Track
General Education Foundations Course Articulation
From a UH Campus to UH Manoa: PROPOSAL FORM, HISTORY

Course Information

Course: HIST 151  Submitting Campus: Kapi‘olani Community College

Title & Catalog Description:

HIST 151, World Civilizations I, is an interpretative survey of the development of civilization from prehistory to the 16th century.

UHM Equivalent Course (check one): [Only equivalent courses may be submitted for Fast Track review.]

XG HIST 151 World Civilizations, Global & Multicultural Perspectives, Group A
G HIST 152 World Civilizations, Global & Multicultural Perspectives, Group B

Global & Multicultural Perspectives (FG) Hallmarks & Application Questions

Answer the following questions in detail and submit the answers along with this form and at least one course syllabus.

1. From multiple perspectives, the course analyzes the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania. Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered?

2. The course offers a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions. Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated?

3. While recognizing diversity, the course also examines processes of cross-cultural interaction and exchange that have linked the world’s peoples through time. What processes of cross-cultural interaction are examined?

4. The course includes at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions. What components of Hawaiian, Pacific, and Asian societies and their cultural traditions are included in the course?

5. The course engages students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions. List the items that students will analyze and briefly explain what perspectives they represent.

6. In combination, a student’s two FG courses will provide a large-scale analysis of human development and change over time from prehistory to the present. Students must take two courses from two different groups. Group A: content primarily before 1500 CE. Group B: content primarily after 1500 CE. Group C: pre-history to present. Explain how your course fits into the Group to which the equivalent UHM course is assigned.

Required Signatures
Kapiʻolani Community College
History 151 Proposal for
Global & Multicultural Perspectives

Submitted to the Fast Track General Education Foundations Course Articulation Faculty Working Group and the University Council on Articulation, February 5, 2003

1. From multiple perspectives, the course analyzes the development of human societies and their cultural traditions through time and throughout the world, including Africa, the Americas, Asia, Europe, and Oceania. Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered?

The course surveys the history of the world from pre-history to the 16th century. The perspectives employed in the course are historical, with attention to analysis and interpretation of the political, economic and social/cultural processes that have shaped our world. Further, the perspectives are global and multicultural and all societies and cultures in all times and all places are potential subjects of examination during the course.

2. The course offers a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity
of human societies and their cultural traditions. Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated?

World history offers unique, broad, integrated, and cross-cultural perspectives for analyzing all of the above mentioned aspects of development of human society. Diversity is shown through the examination of cross-cultural comparisons/contrasts of the political, economic, social/cultural processes of human development. Analyses are integrated through examining and interpreting the differences and similarities between/among societies.

3. While recognizing diversity, the course also examines processes of cross-cultural interaction and exchange that have linked the world's peoples through time. What processes of cross-cultural interaction are examined?

A world history course is exceptionally appropriate for examining processes of cultural interaction and exchange. History covers multiple aspects of the political, economic, and social/cultural developments of humankind and attempts to interpret these processes from diverse perspectives. Broad topics which may be examined include: diffusion of philosophies and religions, immigration, colonialism, imperialism, war, conquest, trade, discovery, exploration, industrialism, globalization, inventions and innovations, social stratification, urbanization.

4. The course includes at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions. What components of Hawaiian, Pacific, and Asian societies and their cultural traditions are included in the course?

Since HIST 151 covers pre-history to the 16th century, it is appropriate to examine Hawai'i and the Pacific in the context of preliterate societies, focusing on the colonization and settlement of the islands, examining the political structure, economic subsistence, modes of social organization, and impacts on island environments. Asian societies, even in the ancient period, are literate societies and may serve as contrasts to Pacific societies. Appropriate areas to consider for Asian societies would be their development as literate river civilizations, expansion into empires, and interaction with the West.
5. The course engages students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions. *List the items that students will analyze and briefly explain what perspectives they represent.*

The course is focused on the study, analysis and interpretation of history: the events, peoples, and issues that shaped our world. One goal of this course is to introduce students to the historian’s craft through readings and research into primary as well as secondary source materials. Another goal is to present a balance of historical content between/among the world’s civilizations.

Printed materials may include historical writings, narratives, texts, and/or abstracts from a given historical period, or they may be literary in focus. These should present sound scholarship and may represent opposing viewpoints to help students learn to analyze historical information. Dozens of printed historical sources are readily available for a world history course and instructors at Kapiʻolani Community College are free to choose from among them.

Audio visual materials, both primary and secondary, are used to help students get the feel of history and see what our ancestors have accomplished throughout history. Many quality audio visual materials exist from which instructors can choose.

Research on the WWW is likewise useful to help students learn to be discriminatory in choosing sources, and in analyzing and interpreting the information they find.

Museums present wonderful opportunities to study the arts and artifacts of historical societies, to observe, to compare/contrast, to demonstrate that social/cultural issues relate with the political/economic issues in shaping our world.

6. In combination, a student’s two FG courses will provide a large-scale analysis of human development and change over time from prehistory to the present. Students must take two courses from two different groups. Group A: content primarily before 1500 CE. Group B: content primarily after 1500 CE. Group C: pre-history to present. *Explain how your course fits into the Group to which the equivalent UHM course is assigned.*

The course will cover the period of history from pre-history to the 16th century. Another course offered by the Humanities Department at Kapiʻolani Community College, HIST 152, will cover the period from the 16th century to the present.
Official Course Outline, HIST 151, Kapiʻolani Community College

KAPI‘OLANI COMMUNITY COLLEGE
University of Hawai‘i
COURSE OUTLINE (Form: 02/02/02)

HIST 151 World Civilizations I

1. COURSE INFORMATION: 10/21/02

**HIST 151 World Civilizations I (3)** AA/FG
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100
Corequisite(s): None
Recommended Preparation: None

HIST 151 is an interpretive survey of the development of civilizations from prehistoric times to the 16th century.

COMMENT: None

2. COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of HIST 151, the student should be able to:

... Distinguish the characteristics of the world’s major civilizations in their geographic settings.
... Trace the development of traditional civilizations and recognize their enduring influences.
... Describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization, etc.)
... Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
... Manifest a sense of historical time.
... Evaluate such historical theories as the “great person” in history or deterministic interpretations.
... Discuss the historical dimensions of contemporary world affairs and issues.
... Compare and contrast responses of the world’s peoples as a result of intercultural contacts and the diffusion of ideas, institutions and inventions.
... Draw upon their knowledge of the varieties of human experiences, and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world.
... Express informed judgments on the behavior of peoples and their institutions.
... Analyze cause and effect relationships in history.
... Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

3. GENERAL EDUCATION AND RELATIONSHIP TO OTHER COURSES:

HIST 151 is an elective course in both the Associate in Arts and Associate in Science degree curriculums. HIST 151 with HIST 152 may be used to fulfill the Foundations requirement in Global/Multicultural Perspectives for the General Education Core. These courses can be selected by students in two-year occupational programs to fulfill a humanities requirement for the AS degree.

A pre-requisite of Qualification for ENG 100 is necessary and prudent because the data show that students who are not qualified for college-level writing classes have significantly less success in HIST 151 and HIST 152 classes than students who are.

This course supports the following college competency areas:

Values for living
Awareness of the dynamics in contemporary issues
Responsiveness to the arts and humanities
Career choices and life-long learning
Study in a selected program

This course also satisfies the following Associate in Arts degree competencies:

AA -
Critical Thinking:
Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Upon completion of an A.A. degree, the student should be able to:
• Identify and state problems, issues, arguments, and questions contained in a body of information.
• Identify and analyze assumptions and underlying points of view relating to an issue or problem.
• Formulate research questions that require descriptive and explanatory analyses.
• Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.
• Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.
• Apply problem-solving techniques and skills, including the rules of logic and logical sequence.
• Synthesize information from various sources, drawing appropriate conclusions.
• Communicate clearly and concisely the methods and results of logical reasoning.
• Reflect upon and evaluate their thought processes, value systems, and worldviews in comparison to those of others.

AA - Information Retrieval and Technology:
Information retrieval and technology are integral parts of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:
• Use print and electronic information technology ethically and responsibly.
• Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information.

AA - Oral Communication:
Oral communication is an integral part of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:
• Identify and analyze the audience and purpose of any intended communication.
• Gather, evaluate, select, and organize information for the communication.
• Use language, techniques, and strategies appropriate to the audience and occasion.
• Use competent oral expression to initiate and sustain discussions.

AA - Quantitative Reasoning:
Quantitative reasoning can have applications in all content areas and disciplines. Upon completion of an A.A. degree, the student should be able to:
• Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately.

AA - Written Communication:
Written communication is an integral part of every content area and discipline. Upon completion of an A.A. degree, the student should be able to:
• Use writing to discover and articulate ideas.
• Identify and analyze the audience and purpose for any intended communication.
• Choose language, style, and organization appropriate to particular purposes and audiences.
• Gather information and document sources appropriately
• Express a main idea as a thesis, hypothesis, or other appropriate statement.
• Develop a main idea clearly and concisely with appropriate content.
• Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.
• Demonstrate proficiency in revision and editing.
• Develop a personal voice in written communication.

AA
Understanding Self and Community:
Kapi‘olani Community College emphasizes an understanding of one’s self and one’s relationship to the community, the region, and the world. Upon completion of an A.A. degree, the student should be able to:
• Demonstrate an awareness of the relationship between the environment and their own fundamental physiological and psychological processes.
• Examine critically and appreciate the values and beliefs of their own culture and those of other cultures separated in time or space from their own.
• Communicate effectively and acknowledge opposing viewpoints.
• Demonstrate an understanding of ethical, civic, and social issues relevant to Hawai‘i’s and the world’s past, present, and future.

This course also satisfies the following Associate in Science degree competencies:

AS
• Employ skills and understanding in language and mathematics essential to fulfill program requirements.
• Understand attitudes and values of various cultures and examine their potential for improving the quality of life and meaningfulness in work.
• Recognize effects of technology and science on the natural and human environments.
• Understand contemporary issues and problems and respond to the impact of current conditions.
• Demonstrate proficiency in conceptual, analytical, and critical modes of thinking.
• Develop insights into human experience and apply them to personal, occupational, and social relationships.
• Recognize relevance of career choices to life-long learning.
• Demonstrate competence in a selected program of study.

HIST 151 satisfies the following program competencies:
• Understand the nature of the humanities as a collection of disciplines that study the nature of the human being and human culture, attitudes, accomplishments, and relationship to the universe.
• Recognize the commonality, interrelatedness, tensions and affirmations of human existence.
• Critically examine the values and attitudes of one’s own culture and appreciate the values of other cultures separated in time or space from one’s own.
• Regard oneself as personally responsible for one’s own creations, assertions, decisions, and valuations.
• Learn to listen to and communicate with one’s peers and tolerate opposing viewpoints.
• Understand and participate in intellectual and aesthetic pursuits.
• Foster a spirit of continuous inquiry in pursuit of wisdom.

4. COURSE CONTENT:

This outline of topics in HIST 151 is intended to provide a general framework for the course. Though it is expected that instructors will include most of these units, it is assumed they will be somewhat selective among them, and that they will draw in relevant additional topics.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prehistory</td>
<td>1/2 week</td>
</tr>
<tr>
<td>Early civilizations: Mesopotamia, Egypt, India, China</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Classical civilizations: Greece, Rome, Asia</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Development of monotheism: Judaism, Christianity, Islam</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Non-Eurasian societies: Hawai’i, the Pacific, Africa, the Americas</td>
<td>1 1/2 weeks</td>
</tr>
<tr>
<td>European Middle Ages</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Renaissance and Reformation</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>

5. POSSIBLE TEXTS:

This list does not limit textbook options for individual faculty teaching this course. Many acceptable textbooks exist.


Supplementary books may be selected from among numerous primary source anthologies, religious literature, novels, memoirs, etc. Also acceptable are “readers” which include primary and secondary source material and which are keyed to course content. A few of the latter are listed here.


No additional supplies or equipment are expected.

6. METHODS OF INSTRUCTION:

Lectures and group discussions, student participation, reports and projects, www, research and other class activities, especially writing to learn, are common methods of instruction. Audio-visual materials commonly supplement instruction.

7. METHOD OF EVALUATION:

Instructors are responsible for their own evaluation criteria; however, a combination of examinations and substantial written assignments, both formal and informal, is expected in all sections. Instructors may use additional criteria such as participation in class discussions or extra-credit work.

One recommended scheme: Examinations 60%
Writing assignments 30%
Other 10%

A suggested Grading Scale: 90 - 100% = A Excellent achievement
80 - 89.9% = B Good achievement
70 - 79.9% = C Average achievement
60 - 69.9% = D Below average
less than 60% = F Failure

Whatever method of evaluation is used, it is understood that the instructor reserves the right to make necessary and reasonable adjustments to the evaluation policies outlined.
This course is not repeatable for credit.

8. JUSTIFICATION:

   A. This curriculum action is necessary to update the AA degree competencies/skills standards and to comply with the Hallmarks for the Foundations requirement for Global/Multicultural Perspectives in the UHM General Education Core. All other aspects of the course have been approved by previous curriculum actions.

   B. This is not an experimental course.

   C. This modification will require no change in hours needed for a certificate or degree.

9. RESOURCE REQUIREMENTS:

   A. This modification will require no change in staff, equipment, facilities, scheduling, or other resource changes. This action will not impact other course offerings.

   B. This modification will not impact other departments. The prerequisite of Qualification for ENG 100 has been in place since Fall 2000.

   C. The Humanities Department will continue to offer between fifteen and twenty sections of HIST 151 each semester limited to 35 students per section.

10. ARTICULATION:

   A. HIST 151 World Civilizations (3) is offered at UHM, UHH, and all community colleges in the University of Hawai‘i system.

   B. This course is fully articulated with UHM, UHH, UHWO and all community colleges in the University of Hawai‘i system.

   C. This course will be resubmitted for articulation to the appropriate committees/boards to comply with the new UHM General Education Core and Hallmarks for the Foundations requirement for Global/Multicultural Perspectives.

SAMPLE SYLLABI
At Kapi‘olani Community College, 10 instructors teach a total of 26 HIST 151-152 sections. Appended are representative samples of HIST 151 syllabi created from the Official Course Outline. We follow competency-based instruction.

SAMPLE #1

HISTORY 151, WORLD CIVILIZATIONS I, 3 CREDITS

COURSE DESCRIPTION
History 151 is a survey of the development of world history, institutions, and thought from the earliest times to 1600 A.D. Emphasis is given to broad relationships and trends within the historical process and to political, religious and social change.

HISTORY is the witness that testifies to the passing of time; it illumines reality, vitalizes memory, provides guidance in daily life, and brings us tidings of antiquity. --Marcus Tullius Cicero

REQUIRED TEXTS
Rand McNally: HISTORICAL ATLAS OF THE WORLD, c 1997 (Purchase if not packaged with McKay text)  
Supplementary texts will be announced.

Recommended Supplies: Computer and printer; Standard College Dictionary; Thesaurus; stapler

COURSE OBJECTIVES/COMPETENCIES
Upon successful completion of HIST 151 the student should be able to:

...Distinguish the characteristics of the world’s major civilizations in their geographic settings.
...Trace the development of traditional civilizations and recognize their enduring influence.
...Describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization, etc.).
...Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
...Manifest a sense of historical time.
...Evaluate such historical theories as the "great person" in history or deterministic interpretations.
...Discuss the historical dimensions of contemporary world affairs and issues.
...Compare and contrast responses of the world’s peoples as a result of intercultural contacts and the diffusion of ideas, institutions and inventions.
...Draw upon their knowledge of the varieties of human experiences, and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world.
...Express informed judgments on the behavior of peoples and their institutions.
...Analyze cause and effect relationships in history.
...Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

**COURSE ORGANIZATION**

The basic organization of the course will be divided into three (3) large units. A more specific Lecture/Reading Schedule will be passed out at the first class meeting.

**UNIT I INTRODUCTION AND ANCIENT CIVILIZATIONS**

A. What is history?
B. Pre-history
   Hawai‘i and the Pacific
C. River Civilizations
   1. Mesopotamia
   2. Egypt
      Hebrews
   3. India
   4. China
D. Africa and the Americas

**UNIT II THE CLASSICAL WORLD**

A. Greece/Rome/Byzantium
B. Christianity/Islam
C. India/China/Japan

**UNIT III THE MEDIEVAL WORLD**

A. Middle Ages
   1. Creation of Europe
   2. Feudalism - East and West
   3. Crusades
   4. Medieval Church
   5. Emergence of Nation-States - East and West
B. Renaissance
C. Reformation

**COURSE REQUIREMENTS**

**ATTENDANCE** is expected at all class meetings. Students should notify the instructor in the event of an extended absence. **It is the responsibility of the student to discuss missed assignments with the instructor.** Students with extended unexcused absences who "disappear" from the course will be given a grade of F. Withdrawals will be permitted only up to the scheduled deadline.

**TARDINESS** will not be tolerated. It is rude and disruptive for the instructor and students. If you must be tardy for genuine, extenuating, unexpected and legitimate reasons, please discuss the situation with the instructor.

**COURTESY** regarding the use and abuse of pagers, cell phones, digital watches and other equipment is expected at all times. Please turn off electronic devices before coming into the classroom. Offending device may be confiscated. Likewise, food and drinks should not be brought into the classroom. Schedule breaks between classes which will allow time to eat.

**READINGS** assigned from the texts are expected to be done. Lecture/Reading Schedule will be issued listing the required/recommended readings for the semester. Students are reminded that library work (minimum 1 hour per week) will be necessary and they should budget study time for this. A minimum of 9 hours study per week is recommended for HIST 151.

**SUPPLEMENTARY READINGS** on RESERVE in the Library are listed in the Lecture/Reading Schedule and are highly recommended for successful completion of this course.
There will be three (3) ESSAY EXAMS, one scheduled after each unit. These will be TAKE-HOME EXAMS. Questions will be given one (1) week ahead. All exams will be worth 20 points each. The exams are due at the beginning of the class period on the dates scheduled. Due dates are listed in the Lecture/Reading Schedule. LATE EXAMS WILL NOT BE ACCEPTED AND MAKE-UP EXAMS WILL NOT BE GIVEN.

Four (4) MAP QUIZZES will be given during the semester. They will be based on the world maps at the end of the Atlas and the three main units of the course. Advanced preparation will be given in class. Collectively they will be worth up to 10 points. A rating scale will be given for each quiz. Consult Lecture/Reading Schedule for dates. MAKE-UP QUIZZES WILL NOT BE GIVEN.

Five (5) QUIZZES on lectures, readings (text and supplementary), and/or world news will be given during the semester. These will be scheduled randomly and will be unannounced. Collectively they will be worth 10 points. Students are expected to be prepared for every class. MAKE-UP QUIZZES WILL NOT BE GIVEN.

QUESTIONING ASSIGNMENT on Antigone will be required during the lectures on Greek civilization. Handouts will be given in class. This assignment will be worth up to 10 points and requires reading, thinking, developing questions, and group discussion. The assignment CANNOT be made-up. If a student is absent from class on the day it is scheduled, 10 points will be deducted from the final score. Consult Lecture/Reading Schedule for due date.

Seven (7) GROUP DISCUSSIONS (including the Antigone assignment listed above) have been scheduled throughout the semester. For some, topics will be announced in class at least one week before the due dates; others will be unannounced. Everyone is expected to be prepared and to participate. These will be graded (Group Discussion #1 is ungraded) and require thinking and reasoning, and writing responses or critiques. Five are worth 5 points each; Antigone is worth 10 points. Consult Lecture/Reading Schedule for due dates. Missed discussions CANNOT be made-up.

CLASS PARTICIPATION, pertinent to the topic under discussion, is encouraged. Active participation may be used to determine the final grade in borderline cases.

PRE-REQUISITE of qualification for or completion of English 100 is required for enrollment in HIST 151. FOREIGN STUDENTS who have not successfully completed English 100 may find this course too difficult. NON-FOREIGN STUDENTS who are deficient in reading and writing (i.e., have not successfully completed ENG 100) may also find this course too difficult. See instructor before the third class for a conference and evaluation. Students who have completed ENG 100 with a grade of C or D are reminded they will have to spend time with the tutors to improve their writing skills.

In case INSTRUCTOR is DELAYED, students are requested to wait 15 minutes after the scheduled start of class; thereafter, they are free to leave if instructor has not arrived. Check the office first to see if instructor can be found.

DUE DATES for assignments and EXAM/MAP QUIZ DATES listed in the Lecture/Reading Schedule may be changed if necessary. Students will be informed IN CLASS if changes will occur.

LETTER GRADES A - F will be awarded on the basis of the degree of successful performance by the student in carrying out the objectives of the course as determined by responses on the three (3) essay exams, map quizzes, pop quizzes, and group discussions. Maximum points which may be earned will be _________. These will be converted to a percentage and letter grade. Percent values equivalent to letter grades:
100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D; below 60% = F.

In this course a final grade of I will NOT be given. Students will be expected to repeat the course if work is incomplete and a passing grade is not achieved.

INTERNET consultation is fine; however, caution should be applied whenever information is taken from an Internet source. Remember: anyone, anywhere can put anything on the Internet. It does not have to be historically accurate, true, factual. It is wise to check several types of sources for information.

CONSULT instructor if you need help, advice, encouragement, or have questions about the course. Office hours are held for these reasons. See me then or make an appointment if scheduled hours are inconvenient.

MATERIALS PLACED ON RESERVE IN LAMA LIBRARY FOR HISTORY 151

ARTICLES OF INTEREST, History 151, 5 parts
A collection of xeroxed articles taken from various magazines and coordinated to course content.
   1 - Early Man/Pre-history
   2 - Mesopotamia/Egypt
   3 - India/China
   4 - Greece/Rome
   5 - Christianity/Islam/Middle Ages

MAKERS OF WESTERN TRADITION
A collection of essays written about famous world personalities and coordinated with course content.

MAKERS OF WORLD HISTORY
A collection of essays written about famous world personalities and coordinated with course content.

A SHORT GUIDE TO WRITING ABOUT HISTORY

A STUDENT'S GUIDE TO HISTORY


SAMPLE # 2

HISTORY 151 WORLD CIVILIZATIONS I
PREREQUISITE: Qualification for English 100

COURSE DESCRIPTION
An interpretive survey of the development of civilizations from prehistoric origins to the 16th century. This course also has a Service Learning option for those students who want to incorporate community service into their course work.
GENERAL EDUCATION ACADEMIC SKILL STANDARDS (KCC Catalog 2001-2002, pp. 51-52)

Critical Thinking (2, 5, 7, 9)
Information Retrieval & Technology (1, 4, 5)
Oral Communication (5, 6)
Written Communication (1-9)
Understanding Self & Community (1-5)

COURSE OBJECTIVES / COMPETENCIES
Upon successful completion of this course, you should be able to:

• Distinguish the characteristics of the world's major civilizations in their geographic settings.
• Trace the development of traditional civilizations and recognize their enduring influences.
• Describe global processes (e.g. agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization, etc.).
• Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
• Manifest a sense of historical time.
• Evaluate such historical theories as the "great person" in history or deterministic interpretations.
• Discuss the historical dimensions of contemporary world affairs and issues.
• Compare and contrast responses of the world's peoples as a result of inter-cultural contacts and the diffusion of ideas, institutions and inventions.
• Draw upon one's knowledge of the varieties of human experiences, and sympathetic understanding of cultures other than one's own, to define one's role as citizens of the contemporary world.
• Express informed judgments on the behavior of peoples and their institutions.
• Analyze cause and effect relationships in history.
• Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

REQUIRED TEXTBOOKS
• Howard Spodek's The World's History, Vol. I: To 1500 (2nd edition), $69.00 (new), $51.75 (used)
• Kevin Reilly's Worlds of History: A Comparative Reader, Vol. I: To 1550, $39.35 (new), $29.55 (used)

REQUIRED SUPPLIES
• Four Scantron Forms (No. 883-ES)

   These sheets have 50 multiple choice questions on the front, fifteen matching questions on the back, and a lined section on the back labeled “Short Essay/Completion.”

EVALUATION

Examinations 4 X 100 points each  = 400 (57%)
Writing Project (3 parts) (15 + 35 + 50)  = 100 (14%)
Think/Writes 4 X 15 points each  = 60 (9%)
EXAMINATIONS

To measure knowledge and understanding of historical information, there will be four examinations that are objective in nature (i.e. multiple choice, matching, and short answer questions). Exam questions will be based on reading assignments and the material presented in class. A study guide for each unit will be provided to help students focus on the important concepts, terms, and people. In addition, the Spodek textbook’s web site provides a helpful online study guide at <www.prenhall.com/spodek>. Students must purchase their own scantron forms at the KCC bookstore. You must come prepared for each exam with your scantron form, #2 pencil, and an eraser. Examinations cannot be made up without a good reason, and a student may be asked to provide written documentation to take a make-up exam (i.e. doctor's or employer's note). Make-up exams are essay in nature and must be taken at Lama 101.

WRITING PROJECT

To teach writing as a process, there will be one writing project that must be done in three parts over the course of the semester to earn full credit. Each part of the assignment will require you to submit a computer generated paper (see Writing Project handout for specific details). You will need to meet specific deadlines for each part of this project (see Class Schedule). Late papers will not be accepted for Parts I & II because there will be in-class peer review sessions directly related to these. Late papers will be accepted for Part III, but will be assessed a penalty of five points for each class day a paper is late. You may submit drafts to the instructor for review and feedback, but drafts will only be accepted up to one week prior to a paper's deadline. All papers should be given to the instructor directly. Students who attempt to put their papers in the instructor’s mail tray, or send it via e-mail, will assume all risks and responsibilities inherent in those methods of submission.

THINK/Writes

To help students make connections between their existing knowledge and the new information being learned in this class, four Think/Write assignments will be collected during the semester. In these assignments I want you to share your experiences and point-of-view regarding the various issues raised in class. At least one Think/Write question will be given for each lecture topic. You will choose only one question to answer from each unit. Each Think/Write assignment should be one page in length (computer generated, double-spaced, using 12 point font and one inch margins). I will accept handwritten Think/Write assignments (at least 250 words) if they are written legibly. Late Think/Write assignments will not be accepted (see Class Schedule).

CLASS ASSIGNMENTS

To encourage class participation, there will be a number of class assignments that include discussions and group activities. A student must be in class and must participate in the planned activity to earn class assignment points. These assignments vary in points (5 or 10 points) depending on the level of difficulty and the time needed to complete each assignment.
Occasionally, if time doesn’t permit completion of the assignment during class, students will be asked to complete the task as homework.

ATTENDANCE
To encourage regular and timely attendance, roll will be taken at the start of each class period (except exam days). If you are in class when roll is taken, you will earn the two attendance points. If you are late to class (i.e. tardy), you are responsible for notifying the instructor at the end of that class so you can earn one point for that day. Based on 30 class meetings, minus three exam days, attendance will be taken 27 times during the semester. If your pager or cell phone rings during class, you will forfeit your attendance points for that class day.

SERVICE LEARNING OPTION
Understanding Self & Community
Written Communication
Critical Thinking

Kapi'olani Community College's Service Learning Program encourages students to serve in the community as a way to integrate "real life" experiences with classroom learning. It can be a very rewarding experience as you "learn to serve and serve to learn." If you choose this option you will need to complete a minimum of 20 hours of service during the semester at an approved site. If you are already doing Service Learning, and you think that it could apply to this course, you should meet with the instructor to discuss the possibility of continuing that service for this class.

Course Competencies
• Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world. Compare and contrast responses of the world's peoples as a result of inter-cultural contacts and the diffusion of ideas, institutions and inventions.
• Draw upon one's knowledge of the varieties of human experiences, and sympathetic understanding of cultures other than one's own, to define one's role as citizens of the contemporary world.

<table>
<thead>
<tr>
<th>Approved Sites</th>
<th>Contact Person</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Cafe</td>
<td>Linda Fujikawa</td>
<td>734-9712</td>
</tr>
<tr>
<td>S.H.I.N.E. (30hrs)</td>
<td>Kehau Spencer-Boyd</td>
<td>734-9827</td>
</tr>
<tr>
<td>Digital Divide</td>
<td>Judi Kirkpatrick</td>
<td>734-9331</td>
</tr>
<tr>
<td>Iolani Palace</td>
<td>Cindy Grace</td>
<td>522-0821</td>
</tr>
<tr>
<td>Bishop Museum (50hrs)</td>
<td>Judy McClaine</td>
<td>848-4180</td>
</tr>
</tbody>
</table>

Requirements
• Choose a SL experience that will complement the topic that you’ve chosen for your Writing Project.

• Inform the instructor (by Sept. 19th) of your intent to participate in SL.

• Complete the SL Registration form (by Sept. 20th) and the SL Service Agreement form (by Oct. 18th). Submit both forms directly to the SL office (Olona 118).
• Instead of submitting four “Think/Write” assignments you will keep a journal reflecting on your experience (8 entries = each one page in length and worth 5 points). Two journal entries are due on each Think/Write due date (see Class Schedule). Use these questions for your journals:

1) Why did you choose SL? What do you hope to learn from this experience?
2) How do you think your SL experience will help you meet the course objectives and/or complement your Writing Project?
3) What did you learn about KCC and/or your site as you set up your SL project?
4) What did you learn about yourself as you set up your SL project?
5) Describe your duties and responsibilities at your SL site?
6) Discuss the new information you’re learning and/or the skills you’re acquiring from this SL experience?
7) Share SL experiences that stand-out in your mind. Why do you think they made such an impression on you?
8) How has this SL experience impacted you as a person and as a student of history?

• In addition, students who choose this option must submit a 3 page reflection paper (double-spaced, worth 20 points) explaining how the SL experience helped meet at least one of the course competencies listed above. Due: Dec. 12th

ADVICE FOR A SUCCESSFUL SEMESTER

Don't miss class. It is not possible to pass this college course by merely showing up for the examinations. To pass this course you must make every effort to attend all the classes. As an instructor, I have frequently observed the direct correlation between class attendance and a student's final grade in this course. To successfully pass this class you need to attend regularly.

Be mindful of deadlines. Do not procrastinate! Students are responsible for knowing when papers are due. Failure, on the teacher's part, to announce when assignments are due, does not constitute a valid excuse for students. It is your job to know. It is not the instructor's job to remind you. A Class Schedule has been provided to assist you in your time management. Do not miss the due dates for the writing assignments in this course, since it is nearly impossible to make up the points. Only 20 extra credit points are allowed in this course, therefore it is not practical to think that you can make up the missed points with extra credit. As your instructor, I can tell you that this strategy rarely works.

Read the textbook assignments before class. This will help you understand the lectures and will enable you to participate in class discussions. You may want to attend the Secrets of Success Textbook Reading Strategies workshop to learn how to be an active reader (a video of this workshop is available for viewing at 'Iliahi 228).

Take good notes. While the instructor does provide outline notes during lectures, students are responsible for all supporting information as well. If all you do is copy the teacher's outline, without additional notes based on what the teacher says, then you are not taking good notes. The
key to easy studying is good note taking. You may want to attend the Secrets of Success Improve Your Lecture Notes workshop to learn how to take better notes (a video of this workshop is available for viewing at 'Iliahi 228).

**Ask questions.** Don't be afraid to ask questions. All inquiries will be welcomed by the instructor. Please ask for clarification on information and assignments at the moment of confusion, even if it means "interrupting" the lectures. It is the student's responsibility to let the instructor know when (s)he is confused. If you say nothing, I assume you understand the material.

**Talk to the instructor.** I am here to assist you. Feel free to talk to me if you are having any difficulties in class. Even if you are not having difficulties, you are invited to visit with me in my office. Let's get to know each other.

**Be considerate.** It is pertinent that you listen to what is being discussed in class. Be considerate of the instructor and your peers by refraining from any unnecessary talking. During class, please put your pagers on vibrator and turn off your cellular phones to avoid any distractions. Please make every attempt to be in class by the starting time. If you are late, try to be as inconspicuous as possible when entering the classroom. You are expected to stay in class for the duration of the class period. If, for some unavoidable reason, you need to leave class early, please inform the instructor at the start of class and sit near the door to make for an easier exit.

**Don't cheat or plagiarize.** "Academic dishonesty cannot be condoned by the University. Dishonesty includes cheating and plagiarism; it is a violation of the Student Conduct Code and may result in expulsion from the University." (KCC Catalog 2001-2002, pg. 31). Students should consult the Student Conduct Code, which can be found in the college catalog and the schedule of classes, for specific examples of cheating and plagiarism.

**Extended time for exams** in a distraction-free environment is an appropriate accommodation based on a student's disability. If you have a disability, but have not voluntarily disclosed the nature of your disability and the support you need, you are invited to contact the Special Student Services Office at 'Ilima 103, or call them at 734-9548.

If the instructor is not in class within 15 minutes of the scheduled start of class, then class is considered canceled.

**SAMPLE #3**

**HISTORY 151  WORLD CIVILIZATIONS I**

Prerequisite: Qualification for ENG 100

**COURSE DESCRIPTION**
History 151 is an interpretive survey of world civilizations from prehistoric origins to approximately 1500 CE. We will examine the development and characteristics of these societies and explore their interactions and exchanges across the globe. By comparing and tracing traditions and encounters, we will try to more clearly understand the past and its influence on our lives today.

COURSE COMPETENCIES

The KCC 2002-2003 Catalog (pp 132-33) lists the following skills we will nurture in this course. When you successfully complete this course, you should be able to:

- Distinguish the characteristics of the world’s major civilizations in their geographic settings.
- Trace the development of traditional civilizations and recognize their enduring influences.
- Describe global processes (e.g., agricultural and urban revolutions, emergence and growth of civilization, human migration, disease, ecological forces, imperialism, neo-imperialism, decolonization, industrialization, etc.).
- Describe the interactive roles which social, religious, political, economic, scientific and technological forces have played among the civilizations of the world.
- Manifest a sense of historical time.
- Evaluate such historical theories as the "great person" in history or deterministic interpretations.
- Discuss the historical dimensions of contemporary world affairs and issues.
- Compare and contrast responses of the world’s peoples as a result of intercultural contacts and the diffusion of ideas, institutions and inventions.
- Draw upon their knowledge of the varieties of human experiences, and their sympathetic understanding of cultures other than their own, to define their roles as citizens of the contemporary world.
- Express informed judgments on the behavior of peoples and their institutions.
- Analyze cause and effect relationships in history.
- Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

REQUIRED TEXTBOOK
Bentley and Ziegler. Traditions & Encounters I: From the Beginnings to 1500, 2nd ed.

There is an Online Learning Center study guide for this text that includes chapter outlines and interactive self-tests. Go to this internet address and register to access the Student Center: HYPERLINK http://highered.mcgraw-hill.com/sites/0072424354/  I strongly urge you to use this resource. In addition I will distribute handouts for specific assignments or guide you to appropriate internet sources.
ASSIGNMENTS

Three Tests: They will cover all reading and materials covered in class or assigned up to the time of the test and include objective items and essays. If you should miss a test for good cause (e.g., illness, family emergency, etc.), it is your responsibility to inform me and arrange for a make-up. Please contact me by phone or e-mail. I reserve discretionary authority to deny a make-up test according to circumstances.

*Two Discussion Papers I will hand out lists of topics from which you will choose to write TWO essays. I welcome meeting with you about your papers and will give feedback on drafts. Your grade will be based on content (showing that you understand the issues and provide thoughtful, reasoned discussion) and form (using clear organization of your ideas and error-free writing in standard essay format). Your papers are due in class by the assigned date. Late papers will be penalized 5 points for each class period past the due date. If you are not able to meet the deadline for good cause, consult with me. Your paper should be three printed pages in length using size 12 font, double-spaced, with one-inch margins on all sides. Simply staple the top left corner and do not add a cover sheet or use a binder.

*May be replaced with the Service Learning Option (see appended page)

Art Academy Assignment The Honolulu Academy of Arts has a world-class collection. To complete this assignment, turn in the worksheet that I will distribute in class. I will arrange for you to enter without charge and give compensatory class time.

Class Assignments A variety of activities for which credit is given will take place in class. They include but are not limited to writing exercises, group work, quizzes. If preparation is needed in advance, I will announce the activity in a preceding class. Activities carried out during class time are a form of class participation and cannot be made up.

**Service Learning Option Please see appended page

GRADES AND CLASS POLICIES

Tests (3X50) 150 points 90% = A 247-275
Discussion papers(2X25) 50 80% = B 220-246
Art Academy Assignment 25 70% = C 192-219
Class Assignments 50 60% = D 165-191
275 total points

SUGGESTIONS FOR A SUCCESSFUL SEMESTER
Attendance Come to class—attendance counts! If you are absent or arrive late, find out what you have missed. The materials stressed in class usually appear on tests. (Borrow a classmate’s notes, check with me about assignments and announcements.) NOTE: In-class activities for credit cannot be made up.

Participation Join in and speak up—participation is expected! This is your class and you are an important member of our community. We meet to examine and exchange ideas and learn from each other, so come with an open and curious mind.

Preparation Do your reading before class—come prepared! When you’ve done your homework, you will be able to participate in and understand what takes place in class. Keep up with current events through television, print, and the internet sources. The more you know about our world today, the better you will see connections between the past and present. NOTE: If you have not read the materials assigned for group discussion, you will not be permitted to join a group for discussion.

Learning Teams Form study groups—learning can be a shared activity! We all have individual ways of learning, but having a support group to exchange ideas and prepare for tests, etc., is helpful. We also will have group activities in class.

E-mail YOU NEED TO HAVE AN E-MAIL ACCOUNT. I will create an e-mail list for this class and will use it to make announcements and the like. Be sure to check your e-mail regularly, and please inform me of any change in your e-mail address. If you do not have an e-mail account, apply for a free UH-KCC account now. Go to and follow the instructions at HYPERLINK http://www.hawaii.edu/help/accounts/idreqinfo.html

KCC’s Student Conduct Code (see Catalog iStudent Regulationsi pages 29-30) explains what is acceptable or unacceptable behavior. Academic dishonesty such as plagiarism (copying someone else’s writing and claiming it as your own) and any other type of cheating will result in a failing grade for that assignment.

Common Courtesy The classroom is where we meet to share ideas in a calm space. Put your beepers and cellphones into a silent mode to avoid disrupting the class. If you must take an emergency call, please step outside the classroom to talk.

Help Don’t wait until the situation is desperate! If you feel lost in this course, we need to talk. Come in during office hours or by appointment; contact me via phone or e-mail. Your learning team is also a resource. Attend SECRETS OF SUCCESS WORKSHOPS for good tips on such topics as textbook reading, studying history, etc.
Special Needs  Please inform me we can work together to accommodate your special needs to create the best learning environment for you.

Class is cancelled if I am not in class 15 minutes after the scheduled class time.

HISTORY SPRING 2003 SCHEDULE

NOTE: This schedule is subject to change.

| M 1/13 | Introduction |
| W 1/15 | I. Emergence of Early Societies |
| Origins and Development | Bentley & Ziegler, ch 1 |
| M 1/20 | MARTIN LUTHER KING HOLIDAY |
| W 1/22 | Myth and History, Handout |
| M 1/27 | Southwest Asian Societies Ch 2 |
| W 1/29 | Continued |
| M 2/3 | Early African Societies; Egypt Ch 3 |
| W 2/5 | Early South Asia Ch 4 |
| M 2/10 | Early East Asia Ch 5 |
| W 2/12 | Americas and Oceania Ch 6 |
| M 2/17 | PRESIDENTS DAY HOLIDAY |
| W 2/19 | TEST 1 |
| M 2/24 | II. Rise of Classical Societies |
| Imperial China | Ch 8 |
| W 2/26 | China continued |
| M 3/3 | Imperial India Ch 9 |
| W 3/5 | India continued |
| PAPER 1 DUE |
| M 3/10 | Greek and Hellenistic Worlds Ch 10 |
| W 3/12 | ART ACADEMY ASSIGNMENT  No class |
| M 3/17 | Greek worlds continue |
| W 3/19 | Rome from Republic to Empire Ch 11 |
| 3/24-28 | SPRING BREAK |
| M 3/31 | Rome continued |
| ART ACAD. ASSIGNMENT DUE |
| W 4/2 | Byzantine Inheritance Ch 13 |
| M 4/7 | TEST 2 |
| W 4/9 | III. Expansion & Interactions |
| Islamic Civilization | Ch 14 |
| M 4/14 | Islam in the World Ch 16 (S, SE Asia), 19 (Africa) |
| W 4/16 | Expansion in E Asia Ch 15 |
| M 4/21 | Case Study: Japan |
| PAPER 2 DUE |
| W 4/23 | Europe's Middle Ages Ch 17, 20 |
| M 4/28 | Middle Ages continued |
| W 4/30 | Era of Renaissance Ch 22 pp 586-99 |
| M 5/5 |
HISTORY 151 SERVICE LEARNING OPTION

This Service Learning option provides a personalized learning opportunity by linking our course work with a community organization—Hawaii's Plantation Village (HPV) in Waipahu. Your work will contribute to the experience of visitors to this museum and serve the organization itself. In the process you will gain skills that satisfy some of the History 151 course competencies* and you will develop insights about the immigrant experience, which is one theme of the Traditions and Encounters that our textbook addresses.

What is Hawaii's Plantation Village?

The non-profit Friends of Waipahu Cultural Garden Park developed this garden park museum to create a unique educational and cultural experience in Hawaii's multi-ethnic sugar plantation life of the 1800s and early 1900s. The Village is a community of 26 authentically replicated, restored and reconstructed buildings portraying the traditional lifestyles of the Plantation families. These include residences, cookhouses, bathhouses, Chinese social hall, Japanese shrine, sumo ring, saimin stand, etc. The adjacent Okada Education Center has an archives, collection storage, exhibition and classroom facility. Currently it is open Monday through Friday, 9 a.m.-3 p.m. and Saturday, 10 a.m.-3 p.m.

What kind of service project would be suitable for a service learning option?

HPV needs docents (interpretive guides), special events workers, assistants for the archives and artifact collections, and researchers/writers for publications and exhibits. You and I must discuss your interest and create a project that will meet the need of HPV and fulfill course requirements.

What are the basic requirements for this option?

After drawing up your project proposal with my guidance, you also will write an agreement with an HPV supervisor who will be your mentor and evaluator. These forms will be turned in to KCCis Service Learning Office. The Service Learning program requires 20 hours of service (not including training), plus a three-five page reflection paper on a topic related to your experience and to your insights into immigrant history. You and I will decide on an interesting topic for you. The 20 hours of service, your supervisor's evaluation, and your paper must be completed by the last day of instruction for the semester.
How will this Service Learning experience enhance my life?

We truly gain by giving! Aside from the satisfaction of providing service, you will have a special connection to an important part of Hawai‘i’s social and economic history. Many of Hawai‘i’s people still hold bittersweet memories of that era and its aftermath. You will meet interesting people and have new understanding about immigrant life, the role of tradition, and strategies of adaptation that are universal.

THIS OPTION WILL REPLACE THE TWO DISCUSSION PAPERS.

Please see me as soon as possible if you are interested in Service Learning!

*See Competencies #2, 3, 8, 9, 10, 11 on the front page of your course syllabus.

SAMPLE #4

HIST 151 WORLD CIVILIZATIONS TO 1500
Course Information
Course Description:
The Neolithic/Agricultural Revolution that occurred © 7000 B.C.E. created a new historical context that allowed for the rise of civilization, the formation of states, the creation of empires, and the conception of religious and secular ideologies that continue to affect our existence. Through a thematic approach, this course explores the developments that have marked our past from the origins of mankind to approximately 1500. Topics include world prehistory, the coming of civilization, belief systems (religious and philosophical currents), trade, social/family relations, and cross-cultural connections.

The study of world history in the West tends to be tainted by Eurocentric views and characterizations. Eurocentrism, a perspective of history that presents Europe (and its North American extension) as the measure of all societies, promotes, among other attitudes, indifference toward the achievements of non-western societies. This course, however, seeks to remedy the imbalance by exposing students to a wide and diverse range of societies. Albeit cursory, the course's treatment of the global past aims to be insightful as well as thought-provoking.

Course Objectives/Competencies:
The primary objectives of this course are to help students develop a sense of as well as an appreciation for history, and acquire a greater familiarity with world cultures/societies. Moreover, upon successful completion of this course, students should be able to:
1. Trace the development of human civilization and recognize its enduring characteristics.
2. Describe processes of paramount importance such as agricultural and urban revolutions, emergence and growth of civilization, and cross-cultural interaction.
3. Describe the interactive roles which social, religious, political, economic, scientific, and technological forces have played among the civilizations of the world.
4. Manifest a sense of historical time.
5. Discuss the historical dimensions of contemporary world affairs and issues.
6. Compare and contrast responses of the worldís peoples as a result of intercultural contacts and the diffusion of ideas, institutions, and inventions.
7. Draw upon their knowledge of the varieties of human experiences and their understanding of foreign cultures to define their roles as citizens of the contemporary world.
8. Express informed judgements on the behavior of peoples and the functioning of their institutions.
9. Analyze cause and effect relationships in history.
10. Discuss the major attempts to explore the ethical and fundamental questions of life posed throughout history.

Required Texts:
- In the Balance: Themes in Global History, Vol. 1
- Guns, Germs, and Steel
- Plagues and Peoples

Grading:
Requirements include class exercises, two (2) reaction papers, two (2) quizzes, one (1) midterm examination, and one (1) final examination. There are no make-up assignments/tests, and works submitted late are subject to penalty. Students are graded on a 400-point scale, with the following distribution:

- Class exercises: 50 points
- Reaction papers: 100 points (2 X 50 pts)
- Quizzes: 20 points (2 X 10 pts)
- Midterm examination: 100 points
- Final examination: 100 points
- Class participation: 30 points

Final Grade:
Final grades are determined by the overall accumulation of points, according to the following scale:

A = 360-400 points
B = 320-359 points
C = 280-319 points
D = 240-279 points
F = 239 points or less

Class Exercises:
At different intervals during the semester, students will perform assignments in class. The nature of these assignments may vary. Generally, they are based on video viewings and textbook as well as other readings. The grade for this component is based on the overall quality of the student’s work and effort.

Reaction Papers:
For each required text (with the exception of the textbook), students will produce a two/three-page, typed, single-spaced paper detailing reactions, comments, observations, and questions relative to the content of the book. These papers are not to be summaries; their contents should be based entirely on the student’s interpretation of the material. To help students choose a focus for their papers, a list of tentative topics will be provided by the instructor for each text. A group discussion will follow the submission of each paper. The papers are to be submitted on the following due dates:
1. Guns, Germs, and Steel: Feb. 11
2. Plagues and Peoples: Apr. 22

Quizzes:
Quizzes are based on the lectures and textbook. The first quiz is on Feb. 4; the second quiz on Apr. 8.

Examinations:
Each examination consists of three sections: multiple choice, identifications, and essay. The midterm examination is on Feb. 25; the final examination on May 13 at 2:30 pm.

Class Participation:
Students are expected to actively participate in the class. Participation consists of asking/answering questions and getting involved in class discussions. Participation determines the final grade in “borderline” cases.

Extra Credit:
Through participating in recommended activities and viewing certain historically relevant movies and producing brief summations, students will have the opportunity to earn bonus points. Details will be provided in class.

Attendance:
Students must attend class in order to pass this course. Students who do not attend class consistently, as well as students who are persistently late, will fail the course.

Plagiarism:
Any incidence of plagiarism will result in dismissal from the course and a grade of ‘F’. Plagiarism, according to the University of Hawaii Student Conduct Code, includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual’s work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another’s idea and particular phrasing.
that was not assimilated into the student’s language and style or paraphrasing a passage so that the reader is misled as to the source; [and] submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved.

Troubleshooting:
Students are encouraged to meet with the instructor if struggling with the course material and/or to discuss any other issue of relevance.

Class Cancellation:
In case the instructor is delayed, students are required to wait fifteen (15) minutes after the scheduled start of class; thereafter, they are free to leave.

Etiquette:
No food is allowed in the classroom. Furthermore, students need be aware that beepers and cellular phones must be turned off during class.

Advice for a Successful Semester:
1. DO NOT MISS CLASS. Attending the lectures is invaluable to forge a good understanding of the topics covered during the semester.
2. TAKE GOOD NOTES. Good note taking is the key to good performance on examinations and, therefore, a decent final grade. The instructor will provide a brief outline before discussing each topic to help students keep track of material covered.
3. READ THE TEXTBOOK. The textbook is a useful tool to better comprehend the material covered in class by the instructor and prepare for examinations. Students are advised not to wait until a few days before quizzes and examinations to read assigned chapters as they may find the amount of information overwhelming. Readings should be on schedule.
4. ASK QUESTIONS. When in doubt concerning their understanding of a topic, students are encouraged to ask questions. Moreover, the instructor will gladly meet with any student or group of students to review problematic material and/or discuss any other issue of relevance.
5. DEVELOP AN INTEREST IN THE CLASS. Students will find this class more enjoyable if they commit themselves to learning the history of the world.
6. STUDY HARD AND WORK HARD. Welcome to College!

Lecture and Reading Schedule
(numbers in parentheses refer to pages to be read in In the Balance)

PART ONE: EMERGENCE
1. World History in Contemporary Perspective (4-12)
2. Origins (12-41)
3. Culture and Sedentism (42-79)
4. Rise of Cities (80-119)

PART TWO: ORDER
5. Ideas and Power (120-162)
6. Rise of Empires (162-175)
7. Religion and State (176-213)
8. Trade and Tribute (214-255)
9. Lineage, Clientage, and Caste (256-297)
10. Family and Household (298-343)
11. Connections (398-439)