Course Information

Course: HIST 152  Submitting Campus: Kapi'olani Community College

Title & Catalog Description:

HIST 152, World Civilizations II, is an interpretative survey of the development of civilization from the 16th century to the present.

UHM Equivalent Course (check one): [Only equivalent courses may be submitted for Fast Track review.]
- G HIST 151 World Civilizations, Global & Multicultural Perspectives, Group A
- XG 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
Kapi‘olani Community College  
History 152 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 the 16th century to the present. 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*
World history offers unique, broad, integrated, and cross-cultural perspectives for analyzing all of the above mentioned aspects of development of human society and civilization. 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 152 covers from the 16th century to the present, it is appropriate to examine Hawai‘i and the Pacific in the context of re-emerging societies, focusing on their renewal to preserve traditional culture. Asian societies may serve as comparisons/contrasts to Pacific societies. Appropriate areas to consider for Asian societies would be their development as powerful states in the early modern period 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 Kapi‘olani 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 the 16th century to the present. Another course offered by the Humanities Department at Kapi‘olani Community College, HIST 151, will cover the period from pre-history to the 16th century.

Official Course Outline, HIST 152, Kapi‘olani Community College
HIST 152 World Civilizations II

1. COURSE INFORMATION: 10/21/02

**HIST 152 World Civilizations II (3)** AA/FG
3 hours lecture per week
Prerequisite(s): Qualification for ENG 100
Corequisite(s): None
Recommended Preparation: Completion of HIST 151

HIST 152 is an interpretive survey of the development of civilizations from the 16th century to the present.

COMMENT: None

2. COURSE OBJECTIVES/COMPETENCIES:

Upon successful completion of HIST 152, 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 152 is an elective course in both the Associate in Arts and Associate in Science degree curriculums. HIST 152 with HIST 151 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. A recommended prep of Completion of HIST 151 is prudent since history is sequential and students who register in HIST 152 without the background provided in HIST 151 do not have the necessary historical references on which to build.

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 152 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 152 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.

Non-European world: Asia, Africa, Oceania  3 weeks
European thought: science and rationalism  1 week
Absolutism and democratic revolutions in Europe and North America  2 weeks
Industrialism and its social, political, and intellectual adaptations  2 weeks
Imperialism and responses to imperialism  1 week
World War I and the Russian Revolution  2 weeks
Inter-war totalitarianism in Asia and Europe  1 1/2 weeks
World War II and the Cold War  1 1/2 weeks
Post-war global political, economic, and cultural patterns  1 week

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:

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<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examinations</td>
<td>60%</td>
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<tr>
<td>Writing assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
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</tbody>
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A suggested Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89.9%</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79.9%</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69.9%</td>
<td>D</td>
</tr>
<tr>
<td>less than 60%</td>
<td>F</td>
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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. There will continue to be sufficient sections of HIST 151 to accommodate the recommended prep of Completion of HIST 151.

C. The Humanities Department will continue to offer approximately a dozen sections of HIST 152 each semester limited to 35 students per section.

10. **ARTICULATION:**

A. HIST 152 World Civilizations II (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 Kapiʻolani Community College, 10 instructors teach a total of 26 HIST 151-152 sections. Appended are representative samples of course syllabi created from the Official Course Outline. We teach from competency-based instruction.

SAMPLE #1

HISTORY 152, WORLD CIVILIZATIONS II, 3 CREDITS

COURSE DESCRIPTION
History 152 is a survey of the development of world cultures, institutions, and thought from 1600 to the present. Emphasis is given to broad relationships and trends within the historical process and to political, religious, economic 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 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 152 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 interpretation.
...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 four (4) large units. A more specific lecture schedule will be passed out at the first class meeting.

UNIT I INTRODUCTION AND EARLY MODERN EUROPE, the 17th and 18th Centuries
A. Transition from the Renaissance, Exploration to 1600
B. The Intellectual Revolution, scientific and artistic change
   1. “The Enlightenment”
   2. “Age of Reason”
C. Political Absolutism
D. Major World Revolutions

UNIT II A CENTURY OF CHANGE, the 19th Century
A. Industrial Revolution
B. “Age of -isms”
   1. In the arts
   2. In politics
   3. In society and culture
C. The World Search for Stability

UNIT III THE NON-WESTERN WORLD
A. Asia
   1. China
   2. Japan
   3. India
   4. Middle East
B. Hawai‘i and the Pacific
C. Africa
   1. North Africa
   2. Sub-Saharan Africa
      Republic of South Africa

UNIT IV WORLD IN TURMOIL, the 20th Century
A. World War I
B. Russian Revolution
C. The Inter-war Years, the 1920s and 1930s
D. World War II
E. Cold War and After
F. The ’70s, ’80s and ’90s

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. Withdrawal will be permitted only up to the scheduled deadline.

TARDINESS will not be tolerated. It is rude and a disruption for the instructor and students. If you must be tardy for genuine, legitimate, extenuating and unexpected circumstances, 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 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 of study per week is recommended for HIST 152.

**SUPPLEMENTAL 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 four (4) **ESSAY EXAMS**, one scheduled after each unit. These will be **TAKE-HOME EXAMS**, due at the **beginning** of the class period on the date scheduled. Questions will be given one (1) week ahead. Each essay exam will be worth 20 points. Consult Lecture/Reading Schedule for due dates. **LATE EXAMS WILL NOT BE ACCEPTED AND MAKE-UP EXAMS WILL NOT BE GIVEN.**

Three (3) **MAP QUIZZES** will be given during the semester. They will be based on maps in the Atlas and textbook. 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 due 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 randomly scheduled and unannounced. Collectively they will be worth 10 points. Students are expected to be prepared for every class. **MAKE-UP QUIZZES WILL NOT BE GIVEN.**

Eight (8) **GROUP DISCUSSIONS** will be held during the semester. Seven (7) discussions based on films and readings will be graded (5 points each); Group Discussion #1 will be ungraded. Group discussions will require thinking and reasoning, and writing responses/critiques. Specific instructions will be given in class well in advance of each assignment. **THERE WILL BE NO MAKE-UP IF STUDENTS ARE ABSENT.** Consult Lecture/Reading Schedule for dates.

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

**INTERNET** consultation is fine; however, caution should be applied when taking information from any 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 a variety of sources for information.

**PRE-REQUISITE** of qualification for or completion of English 100 is required for enrollment in HIST 152. **FOREIGN STUDENTS** who have not successfully completed ENG 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 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 assigned on the basis of the degree of successful performance by the student in carrying out the objectives of the course as determined by his/her performance on the essay exams and other assignments. 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 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.

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

MATERIALS PLACED ON RESERVE IN THE LAMA LIBRARY FOR HISTORY 152

ARTICLES OF INTEREST, History 152, 2 parts
A collection of xeroxed readings taken from various magazines and coordinated to course content.
1 - 17th - 19th Centuries
2 - Non-Western World and 20th Century

NATIONAL GEOGRAPHIC, Feb. 1982, Apr. 1985

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

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

A STUDENT’S GUIDE TO HISTORY

A SHORT GUIDE TO WRITING ABOUT HISTORY


TIME, Fall 1992 (Beyond the Year 2000)

VERSAILLES (small pb with pictures)

MAGAZINE OF HISTORY (World War I)

SAMPLE #2

HIST 152 WORLD CIVILIZATIONS II

PREREQUISITE: Qualification for English 100
COURSE DESCRIPTION
An interpretive survey of the development of civilizations from the 16th century to the present. This course also has a Service Learning option for students who want to incorporate community service into their course work.

GENERAL EDUCATION ACADEMIC SKILL STANDARDS (KCC Catalog 2002-2003, pg. 40)
◊ 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 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 TEXTBOOKS & SUPPLIES (purchase at KCC bookstore)
• Howard Spodek's The World's History, Vol. II: Since 1100 (2nd edition)
• Kevin Reilly's Worlds of History: A Comparative Reader, Vol. II: Since 1400
• Four Scantron Forms, No. 883 - ES
### EVALUATION

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<td>Examinations</td>
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<td>Writing Project (3 parts)</td>
<td>100</td>
<td>(14%)</td>
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<td>Think/Writes</td>
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<tr>
<td>Class Assignments</td>
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<td>(13%)</td>
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<tr>
<td>Attendance</td>
<td>50</td>
<td>(7%)</td>
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<tr>
<td><strong>Total points possible</strong></td>
<td><strong>700</strong></td>
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**EXAMINATIONS**  
*Information Retrieval & Technology  Critical Thinking*

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.**

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**WRITING PROJECT**  
*Critical Thinking  Written Communication  Understanding Self & Community*

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.**

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**THINK/Writes**  
*Written Communication  Understanding Self & Community*

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 essay should be 250-300 words in length (computer generated, double-spaced). I will accept handwritten Think/Write assignments if they are written legibly. If you choose the SL option, you will submit Journals instead of Think/Writes (see pg. 4 of this syllabus). Late Think/Writes will not be accepted (see Class Schedule).

CLASS ASSIGNMENTS Understanding Self and Community Oral Communication
To encourage class participation, there will be a number of class assignments. These include large class discussions, small group activities, answering questions based on a video presentation, and short free-writes. 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 31 class meetings, minus three exam days, attendance will be taken 28 times during the semester. Those with perfect attendance will earn the extra points. If your pager or cell phone rings during class, you will forfeit your attendance points for that class day.

EXTRA CREDIT OPTION (maximum of 20 points)
Students are encouraged to watch for articles in newspapers & magazines, programs on television, and events around town for reaction paper topics. If you find anything relating to this history course and would like to write an extra credit reaction paper on it, you should consult with the instructor first to verify its relevancy. You may also attend SOS Workshops and/or write additional "Think/Writes" for extra credit. A typical extra credit assignment is worth 5 points and usually consists of a reaction paper (250-300 words in length). Handwritten extra credit papers will be accepted only if they are written legibly. You may turn these in throughout the semester. See Class Schedule for the final extra credit deadline.

Secrets of Success Workshops
Various workshops are offered here at Kapi'olani Community College to assist students with their study skills. The Secrets of Success (SOS) series of workshops are strongly recommended to all college students, especially first year students who find it difficult to cope with the many challenges of college life. Attending and writing a reaction paper can earn you five extra credit points per workshop. If you choose to attend these workshops you will need to write a reaction paper (250-300 words) explaining:
- what you learned,
- how you implemented the learning strategy,
- your personal reactions to the workshop.
All workshops meet from 12:15-1:15 p.m. in Lama 116 (Library) usually on a Monday or Wednesday. For the complete Spring 2003 schedule and workshop descriptions please consult
the web site at: <http://library.kcc.hawaii.edu/~inaba/sos/2003s_schedule.html>. For easy reference, a link has been provided from the instructor's web site.

SERVICE LEARNING OPTION
Understanding Self & Community
Written Communication
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 one of these approved sites:

<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>Hawaii Maritime Center</td>
<td>Carla Grace</td>
<td>526-0906</td>
</tr>
<tr>
<td>Hawaii Plantation Village</td>
<td>Gary Tokuda</td>
<td>677-0110</td>
</tr>
<tr>
<td>Iolani Palace</td>
<td>Cindy Grace</td>
<td>522-0821</td>
</tr>
</tbody>
</table>

*If you want to serve at a site that is not listed here, I am open to the possibility if we can determine its relevance to this class.

If you choose to participate in Service Learning, you must:
• inform the instructor by Tuesday, February 4th.
• incorporate what you learned from this experience into your Writing Project.
• substitute Journal Entries for Think/Write essays (worth 10 points each; 250-300 words in length) using these questions:
  4. Why did you choose the SL option? How do you think your SL experience will help you meet the course objectives and/or complement your Writing Project?
  5. Discuss the new information you’re learning and/or the skills you’re acquiring from this SL experience.
  6. Share specific instances that stand-out in your mind. Why do you think they made such an impression on you?
  7. How has this SL experience impacted you as a person and as a student of history?
• submit a reflection essay (worth 20 points; 250-500 words in length) summarizing your experience and explaining how SL helped meet at least one course objective/competency listed on page one of this syllabus. Due: Tuesday, May 6th

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 will assume that you understand the material and assignments.

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 2002-2003, pg. 29). 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 734-9552.
If the instructor is not in class within 15 minutes of the scheduled start of class, then class is considered canceled.

SAMPLE #3

HIST 152 WORLD CIVILIZATIONS SINCE 1500

Course Information
Course Description:
By the 16th century, the world was experiencing an age of sustained cross-cultural interactions about to culminate in the creation of a new historical context. That context was characterized by commercial, cultural, and biological exchanges on a global scale and, ultimately, European commercial supremacy, the birth of modernity, industrialization, and the creation of vast overseas empires. As the world entered the 20th century, a growing malaise in Europe and elsewhere presaged a prolonged period of international conflict and tensions that produced two global wars, the Cold War, and the end of colonialism in Asia and Africa. Today, the triumph of liberal democracy and globalization represent, for some, the "end of history" and the salvation of humanity. For others, population pressures and environmental degradation suggest that humanityís future is uncertain, that the world is, in fact, facing a "coming anarchy." The purpose of this course is to introduce students to the processes and the events that marked each of the four historical phases mentioned above. The themes it explores include the political, economic, and socio-cultural changes that occurred following the creation of new international systems, and, specifically, the impact of those and other changes on the different communities of our world.

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-westerners. This course seeks to remedy the imbalance by exposing students to a wide and diverse range of nations and issues. Albeit cursory, the course's treatment of the global past aims to be fair, 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. Distinguish the characteristics of world societies in their geographic settings.
2. Trace the development of world societies and recognize certain of their enduring influences.
3. Describe processes of paramount importance such as industrialization, imperialism, nationalism, decolonization, and globalization.
4. Describe the interactive roles which social, religious, political, economic, scientific, and technological forces have played among societies of the world.
5. Manifest a sense of historical time.
6. Discuss the historical dimensions of contemporary world affairs and issues.
7. Compare and contrast responses of the worldis peoples as a result of intercultural contacts and the diffusion of ideas, institutions, and inventions.
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:
- World Civilizations: The Global Experience, Vol.2
- Guests of the Sheik
- King Leopold’s Ghost

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class exercises</td>
<td>50</td>
</tr>
<tr>
<td>Reaction papers</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Midterm examination</td>
<td>100</td>
</tr>
<tr>
<td>Final examination</td>
<td>100</td>
</tr>
<tr>
<td>Class participation</td>
<td>30</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>360-400 points</td>
</tr>
<tr>
<td>B</td>
<td>320-359 points</td>
</tr>
<tr>
<td>C</td>
<td>280-319 points</td>
</tr>
<tr>
<td>D</td>
<td>240-279 points</td>
</tr>
<tr>
<td>F</td>
<td>239 points or less</td>
</tr>
</tbody>
</table>

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. King Leopoldís Ghost: Feb. 11
2. Guests of the Sheik: 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 10:00 am.

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 individualís work without attributing that borrowed portion to the individual; neglecting to identify as a quotation anotherís idea and particular phrasing that was not assimilated into the studentís 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 World Civilizations, Vol. 2)

PART ONE: ORIGINS OF GLOBAL INTERDEPENDENCE, 1500-1800

1. World History in Contemporary Perspective (514-521)
2. The World @ 1500 (522-541; 542-563; 564-579; 580-607; 608-635; 636-661; 662-689; 754-779)

PART TWO: REVOLUTION AND EMPIRE, 1750-1900

3. Intellectual, Political, and Economic Revolutions (696-725; 806-827)
4. Imperialism (726-753; 780-805)

PART THREE: THE TWENTIETH CENTURY WORLD, 1914-2000

5. Global Tensions and Conflict (836-865)
6. Cold War
7. Decolonization (960-989)
8. Europe and North America (866-887; 888-911)
9. Central and South America (932-959)
10. East and Southeast Asia (912-931; 1018-1045)
11. South, Central, and West Asia and Africa (990-1017)
12. Pacific Islands

PART FOUR: INTO THE TWENTY-FIRST CENTURY