

HIST 152 World History Since 1500
"Rebels and Gangstas"
12:30 - 1:45 pm, CL D146
UH West O'ahu, Fall 2012



Chinua Achebe, author of *Things Fall Apart* (L), *Sin Nombre* is about Central American immigrants (center), Migrant, ex-gangster and activist Bulosan (R)

Instructor: Dr. Jayson Makoto Chun

Office: CL D-1222

Office Hrs: T, R 2:00 – 2:50 PM (or appointment)

Phone:

Email: jmchun@hawaii.edu

Course Description

World History is often presented as this event caused that event and so on. We are doing something different: look at how people throughout the world have rebelled against their societies, either physically or through ideas. For example, did you know that Dickens, "A Christmas Carol" (where we learn about Scrooge) was a criticism of the values of his society? And now that we are part of a "Global Village" through electric technology such as the Internet, people today can watch youtube clips of shows and music videos from around the world. This is an era of unprecedented globalization. But this is not a recent phenomenon, as people throughout history have interacted and exchanged ideas with each other.

We're going to look at the significant historical events in world civilizations from the 15th century onwards. Students completing the course should gain a clearer grasp and broader understanding of the origins of the world in which they live. You will:

- Receive a broad view of the major developments in world after C.E. 1500,
- Understand how change often came via challenges to the social system.
- Understand how the local and global interact
- Develop skills in reading, thinking, and writing by looking at primary sources.

Check out these readings!

1. **Tom Standage. *A History of the World in 6 Glasses.*** This entertaining book looks at how the history of our world can be symbolized through what we drank at that time. Do you realize how hard liquor, coffee, tea, and Coca Cola affected the course of world history? That rum influenced the American Revolution?
2. **Chinua Achebe, *Things Fall Apart.* New York: Anchor Books.** This is a famous African novel that looks at life before and after the coming of colonialism in an Igbo village in Nigeria. Okowonko is dismayed at the changes in his village due to the influx of British missionaries. How does he deal with this change?
3. **Carlos Bulosan, *America is in the Heart: A Personal History.*** How often did you read a book written by a Filipino-American in high school? I bet the school probably didn't require any such book, so this book should fill in this gaping hole in your education. This book tells the story of Allos (or Carlos) Bulosan - from his early days as a peasant in the Philippines to his days as an itinerant laborer and reformer for the Filipinos in America. As Bulosan writes, "I feel like a criminal running away from a crime I did not commit..." But what is his crime? "And the crime is that I am a Filipino in America."
4. **Children of Jihad.** The young author, Jared Cohen, travelled around the Middle East and met with other Middle Eastern youth. Strip away the stereotypes of the Middle East and see the diverse ways young adults there are dealing with globalization.



Violent El Salvadorian gang MS-13 (L), anti-government protests in Egypt, 2011 (R)
Extremely different groups, and yet both reflect something about their societies.

Course Objectives

By the end of this course, you should be able to:

1. Write well-organized and competent expository prose about the causes of significant events in history [HIST1: UHWO1/HUM4/]
2. Give well-organized and competent oral presentations that involve the use of history [HIST2: UHWO2/HUM5]
3. Analyze historical developments in the world [HIST3: UHWO4/HUM2]
4. Make clear historical arguments and develop them using recognized historical methods [HIST4: UHWO5/HUM6]
5. Use sources such as novels, film, music, art, history texts, or newspapers to analyze historical issues [HIST5: HUM6]

Grading

In-class work (35%)

- Quizzes (take home) 20%
- Participation and attendance 15%

Papers and presentation (30%)

- First Draft paper (2 full pages) 05%
- Presentation 10%
- Interview paper (5 full pages) 15%

Exams (35%)

- Midterm Exam 15%
- Final Exam 20%

Total: 100%

All assignments must be done to pass the class.

Use of Laulima

I will use Laulima in this class to give you handouts and study guides for your readings. You are to fill them out and bring to class.

- Website is at **laulima.hawaii.edu**
- Be sure to check your hawaii.edu email on a regular basis. I may send out announcements.

Grading Chart

A	100 - 93
A-	90 - 92
B+	88 - 89
B	83 - 87
B-	80 - 82
C+	78 - 79
C	73 - 77
C-	70 - 72
D+	68 - 69
D	63 - 67
D-	60 - 62
F	59 or under

In the case of borderline grades (i.e.: An 89.5, which is between a B+ and an A-), the grade assigned will be at the instructor's discretion based on the student's participation in class and/or effort to make improvement in class. So be sure to speak up and participate in class!

Extra Credit

Student workshop: Students will receive extra credit (equivalent to **UP TO +1** to the overall grade) for attending ONE Writing and Learning Center workshops at the library (unless noted).

- Have the staff there sign a note as proof that you attended. Please see the appendix of this syllabus for details.
- You can get credit for ONE workshop, but feel free to attend other workshops your own benefit.

Isn't this the easiest extra credit??

Learning Policies

Attendance will be taken and those with three or more absences without official permission or a doctor's note will have their final grade marked down. I understand that sometimes you cannot attend a class. If so, send me an email.

If you miss a class, you are responsible for getting class notes and assignments. Be sure to get the email of a classmate so you know what is going on should you have to miss a class.

I will not accept electronic copies of papers. You are responsible for printing them out and handing me a paper copy on time. Keep all copies of the papers you

write on file. Late papers will be accepted, but at a late penalty. I will not accept late papers more than a week late unless there are some extreme circumstances.

Styles

You are expected to use proper citation styles. Whether it is footnotes or endnotes; MLA, Chicago, etc is up to you, but be consistent. Your papers will be graded down if they do not follow a style format.

Plagiarism

You are responsible for knowing the University of Hawai'i policy on plagiarism. Here's a quote from the university catalogue:

"Plagiarism includes, but is not limited to, submitting in fulfillment of an academic requirement, any document that has been copied in whole or in part from another individual's work without attributing that 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; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory writeups from other sections of the course or from previous terms, or fabricating data to fit the desired or expected results. <http://westoahu.hawaii.edu/pdfs/UHWOCatalog0708.pdf>

- **Do not "cut and paste" from the Internet** without citing your sources.
- Students have often mistaken my friendliness for leniency. I have my methods, and have caught and flunked several students who tried to pass off other people's work as their own.
- You may receive an automatic "F" for this class and I will report you to the university should I catch you cheating.

Use of Turnitin in This Course

UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. Faculty may use Turnitin when reading and grading your assignments. By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates work on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism has taken place. It makes an assessment of the submission's originality and reports that to the course instructor. These Originality

Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers.

All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin.com web site.

Other

I reserve the right to change the syllabus or the syllabus readings.

Special Note: Any student with a documented disability who would like to request special accommodation should contact the instructor of this course for information on how to access the accommodation you need.

If you have work/family responsibilities that affect your participation in this course, please meet privately email me to discuss your needs. I will make reasonable efforts to accommodate you. I understand that sometimes things crop up in real life. But do remember that I cannot reduce the class workload just for you alone.

Basic rules

I want you to show respect to your fellow students and me.

1. No eating in class UNLESS you bring food for everyone (donuts, manapuas, etc). We're in a afternoon class so feel free to bring snacks for everyone.
2. Discreetly drinking coffee is okay.
3. **No talking or disruptive behavior while class is in progress.** Please, no giggling and gossiping to each other. I reserve the right to ask students to leave the classroom for disruptive behavior.
4. **No computer note taking allowed, unless you have permission from the instructor due to special needs.**
5. Don't do homework for other courses while in lectures.
6. **No text messaging** while in class. It is considered rude to do this.
7. Turn off your cell phones or at least put them in silent mode. No listening to iPods while class is in progress.
8. Please tell me if you have to leave class early. If you come in late, come in discreetly and quietly.
9. **Interact with your fellow students.** You don't have to be best friends, but have the courtesy to at least say "Hi" and "see you later" to each other.

Part I: World in Transition
BRING YOUR READINGS TO CLASS!!

Date	Lecture/Class work	Readings due today	Assignments due today
T Aug 21	Class introduction		Introduce self in class
R Aug 23	Lecture 01: The 16 th century world How to read sources		
T Aug 28	Lecture 02: The Columbian Exchange	Standage, "Introduction," "High Spirits," "The Drinks that Built America" pp. 1 – 6, 93 – 129.	Quiz 01 on Six Glasses (filled out and brought to class today)
R Aug 30			
T Sep 04	Lecture 03: The Enlightenment and nationalism	Standage, "The Great Soberer," "The Coffeehouse Internet," pp. 133 – 172.	Quiz 02 on Six Glasses and Voltaire
R Sep 06	Analyze and discuss Passage from Voltaire		
T Sep 11	Lecture 04: The Industrial Revolution	Selections from <i>A Christmas Carol</i> . Read Stave 1, p. 7 – 27. Be sure to look up the words in the handout.	Quiz 03 Christmas Carol
R Sep 13			
T Sep 18	Lecture 05: The Age of Imperialism	Achebe, <i>Things Fall Apart</i> , part I (p. 3 – 125). Be sure to use the glossary in the back while reading.	Quiz 04 Things Fall Apart part I
R Sep 20	Discuss: Things Fall Apart (part I)		
T Sep 25	Review for exam	Turn in permission sheet from interviewee	Work on review in class
R Sep 27	MIDTERM 01		

Part II. Industrial Revolution and the World

Date	Lecture	Readings Due today	Assignments due today
T Oct 02	Lecture 06: Industrial society and the colonial world (Hawaii and Japan)	Things Fall Apart, parts II and III (p. 129 – 209)	Quiz 05 on Things Fall Apart part II and III
R Oct 04	Discuss Things Fall Apart parts II and III		
T Oct 09	Lecture 07: American Colonialism: Hawaii and the Philippines	Standage, "Empires of Tea," "Tea Power," pp. 175 – 220. America is in the Heart, part I, pp. vii – 93 (Intro – Chapter XXI)	Quiz 06 on Six Glasses and America is in the Heart (part I) Get put into presentation Groups
R Oct 11	Lecture 08: Marxism – challenge to capitalism		
T Oct 16	Discuss America is in the Heart (part I)	America is in the Heart, part II, pp. 97 – 189 (Chapter XXII – XXV)	Quiz 07 on America is in the Heart (pt II)
R Oct 18	Discuss America is in the Heart (part II)		
T Oct 23	Lecture 09: Total War and WWII Discuss America is in the Heart (part III and IV)	America is in the heart, part III. P. 193 - 327(Chapter XXVI – XLIX)	Quiz 08 on America is in the Heart (part III&IV)
R Oct 25	Watch scenes from <i>Sin Nombre</i> in class.	Turn in first draft of interview, SIGNED BY staff at writing center	

Part III. Into the Modern World

Date	Lecture	Readings Due today	Assignments due today
T Oct 30	Lecture 11: The Cold War and the American Century	Standage, "From Soda to Cola," "Globalization in a Bottle," "Epilogue," pp. 223 – 274.	Quiz 09 on Six Glasses
R Nov 01	Lecture 12: Middle East – the Arab Spring		
T Nov 06	HOLIDAY -Election Day		Quiz will be due on Thursday!
R Nov 08	Lecture 13: Roots of terror in the Middle East Discuss Children of Jihad part I	Cohen, Children of Jihad (p. 1 – 136)	Quiz 10 Children of Jihad (first half)
T Nov 13	Discuss Children of Jihad part II	Cohen, Children of Jihad (p. 137 – 275)	Quiz 11 Children of Jihad (second half)
R Nov 15	Lecture 14: Globalization in the 21 st Century – the case of East Asia	None. Prep for presentations and paper	
T Nov 20	Presentation groups 1, 2, 3, 4, 5	Interview papers due today	Presentations
R Nov 22	THANKSGIVING HOLIDAY		
T Nov 27	Presentation groups 6, 7, 8, 9, 10		Presentations
R Nov 29	Prep for final exam		

Final exam: Thursday, R Dec 6 12:00pm-02:00pm

Rebel Interview paper (due Tues Nov 20)
(6 full double-spaced pages + cover + works cited)

Why read about history, when you can write one yourself? Research the life history of an older person who you consider to be a rebel. It could be someone in your family (perhaps your own), or someone from your neighborhood. **They should be at least over forty years old.** You will want to find out about this person, and what he/she rebelled against, and how global trends affected his/her life. Here are some ideas, and there may be more.

- Woman who rebelled against social expectations and started a career instead of being a housewife
- (It could also be a woman who rebelled against parents and became a housewife instead of pursuing a career. Or a male who has decided to become a househusband)
- Person who rebelled against racial stereotypes and is now a teacher/lawyer/policeperson/etc.
- Immigrant who rebelled against society by moving to America (i.e: person who fled Marcos-era Philippines to America to escape persecution).
- Poor person who defied pressure to “act gangsta”/be dumb and now runs own business
- Hip hop artist or musician who sings songs of protest.
- Former criminal who has reformed, and speaks to youth about making the right choices.
- Activist who participates in movements for Native Hawaiian rights
- State representative who fights for reform in Hawaii.
- Social worker who fights for the rights of impoverished immigrants.

The interview must include information like:

- Family structure,
- Education
- Employment and social class
- Other anecdotes of interest.

You will then try to tie in what you learned in class with this person’s story. Show how the different themes we covered in class surface in your interviewee’s life, such as:

- Class differences
- Gender
- Immigration experiences
- Nationalism
- Race
- War

The essence of the interview must be condensed into three double spaced typed pages, preserving the language of the person interviewed as much as possible (e.g. “Aunty Sue was born in Ilocos Norte in the Philippines in 1960. She says, “It was very hard to work the fields every day and so I was happy to come to America when I was twelve.”) and preserving anonymity with a pseudonym (if requested by the person interviewed).

Please show sensitivity in your interviews. You are writing about a real life human being and the ancestor of someone. Do not denigrate or belittle your interviewee, his or her experiences, or beliefs. If they do not

wish to speak about certain things, respect their privacy and move onto another subject, no more questions asked. Some may have lived through stuff we cannot imagine, and may not want to relive those experiences. Always allow them the option of anonymity or to strike any comment off the record.

It is not enough to summarize the experiences of the person. **Rather, you must be sure to use some of the analytical frameworks we have used in class (race, class, gender, immigration, etc) when interpreting this person's oral history.** And **you must incorporate material from the class readings or videos.** In other words, contextualize this interviewee's history, beliefs, and experiences in the wider context of world history.

Your paper **MUST** have the following to be considered acceptable:

1. An attention-grabbing introduction.
2. A thesis statement.
3. Three key points each organized around at least 2-3 paragraph each with a topic sentence.
4. Examples from your readings to illustrate your points. All examples should be followed by an analysis to tie the example back into the paper.
5. Citations that show me where you got your ideas.
6. A Conclusion that describes the importance of the paper.

The well-written histories will be put up on a website for others to see (with your permission, of course). In other words, you will be writing a history!

How do you get a person to interview? For many of you, this will be easy – you have friends or family members. Others can find interview subjects through places like:

- Friends or relatives of your spouse/friend/classmate
- Church
- Classmates (in this class or another class. Ask if they have a person they can interview. Or maybe you can interview them if they are old enough)
- Work

Always be sensitive when asking people if you can interview them and it may take time for your subject to open up, so ask a few warm up questions. I think you will learn a lot from these interviews. One student who did this paper interviewed the Vietnamese waiter at the restaurant he always went to. He thought the person only as a waiter, but after hearing stories of how he fled Vietnam, realized that he was a mentally tough and resourceful survivor. Another student had a long, in-depth talk with his Filipino father for the first time in his life, and they discussed topics like Philippine economy, society, Filipino identity, and the legacy of Marcos. He told me that it was rewarding getting to know his father as a person.

Presentation

In groups of 3, go over your interviews and see what common theme runs through them. Compare and contrast how one of these factors influenced the lives of your interviewee:

- Class differences
- Gender
- Immigration experiences
- Nationalism
- Race
- War

This should be a 10 minute presentation with a PowerPoint. This is your chance to have fun!

1) Please look at the presentation rubric. You will be graded according to the guidelines. Here are a few points to keep in mind:

- Please, do not just read to me. Points will be taken off for anyone who just goes up in front of class and reads off a piece of paper.
- Please no monotone “student voice” as well.
- Make sure your PowerPoint follows the “power of six”: no more than six bullet points, and no more than six words per bullet. Have a relevant picture with each power point, and feel free to not use words on the slide.
- You can get PowerPoint training at the Noe’au Center.
- Points will be taken off if only one or two members of the group speak and the others don’t.

2) Content of the presentation:

- The presentation should have an intro that is about 30 seconds – 1 minute that grabs our attention, and then goes over what you will be talking about.
- Please do not just summarize the interview. I want your analysis as well.

3) Please dress professionally for this interview. You can easily get clothes for under \$15 total at a used clothing store like Savers or the Salvation Army.

Men: ironed aloha shirt (inside-out style). Khakis or dress pants. **No** cargo pants with lots of pockets. If in doubt, wear white dress shirt, necktie, and slacks. No white neckties and black dress shirts. Wear Loafers or conservative shoes.

Women: I asked my sister, who used to work in HR and now runs a small business:

- blouse that doesn’t expose chest area or long sleeve button down blouse
- below the knee skirt OR trousers (dark blue, gray, black)
- subdued jewelry & makeup
- heels (preferably covered toe) – no spike heels
- Hair usually pulled back if long

Here are some examples:

- <http://www1.macys.com/catalog/index.ognc?CategoryID=39097&PageID=167921308542839>
- <http://www1.macys.com/catalog/index.ognc?CategoryID=39098&PageID=167925896353316>
- <http://www1.macys.com/catalog/index.ognc?CategoryID=46369&PageID=199153919514287>