

# Kapiolani Community College

## HIST 151 - World History to 1500

**1. Course Alpha [required field]**

HIST

**2. Course Number [required field]**

151

**3. Addition? Deletion? Modification? If this is a modification, what changes are proposed?**

Five-year update

Linking course content to course competencies to evaluation methods

Linking course competencies to Program SLOs

Modifying the course title

Updating Course competencies

**4. Full Course Title for the Catalog [required field]**

World History to 1500

**5. Date of this Course Outline [required field]**

11/14/2012

**6. Prerequisite(s) for catalog text and linking to courses (click yellow prereq button to access linking level)**

**7. Corequisite(s) for catalog text and for linking (click yellow coreq button to access linking level)**

**8. Recommended preparation for catalog text and for linking (click yellow Rec Prep button to access linking level)**

**9. Credits [required field]**

3

**10. Repeatable for additional credits?**

NO

**11. Maximum number of credits for student transcript**

3

**12. Cross-listed**

NO

**13. Contact Hours (type) [required field]**

- LEC (lecture)

**14. Contact Hours (quantity) How many hours will the student spend per week in lectures, laboratories, lecture/labs, clinical, etc.? [required field]**

3 hours lecture per week

**15. Course Description [required field]**

HIST 151 explores historical narratives and global perspectives on human societies and cross-cultural interactions up to 1500. It examines the events, personalities, institutions, and ideas that shaped the major world societies.

**16. Suggested Methods of Evaluation - Measures of Student Achievement [required field]**

- Analytical Paper(s)
- Exam(s)
- Final Presentation
- Group Discussions
- In-class Activities
- Interview(s)
- Journal(s)
- Participation
- Quiz(zes)
- Reaction Paper(s)
- Reflection Paper(s)
- Research Paper
- Research Project(s)
- Writing Assignment(s)

| Method of Evaluation |
|----------------------|
| Analytical Paper(s)  |

|                       |
|-----------------------|
| Exam(s)               |
| Final Presentation    |
| Group Discussions     |
| In-class Activities   |
| Interview(s)          |
| Journal(s)            |
| Participation         |
| Quiz(zes)             |
| Reaction Paper(s)     |
| Reflection Paper(s)   |
| Research Paper        |
| Research Project(s)   |
| Writing Assignment(s) |

**17. Suggested Methods of Instruction [required field]**

- Class Discussion
- Collaborative Learning
- Group Discussions
- Individual Exercise(s)
- Lectures
- Online Instruction
- PowerPoint(s)
- Research
- Video(s)
- WWW Research

**18. General Education Student Learning Outcomes**

|  |  |
|--|--|
|  | <b>Thinking/Inquiry</b> - Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.                           |
|  | <b>Communication</b> - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.  |
|  | <b>Self and Community/Diversity of Human Experience</b> - Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.<br><br>Level 1 |





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 topics and themes, it is assumed they will be somewhat selective among them, and that they will draw in relevant additional topics.

| Content/Competency  | A | B | C | D | E |
|---|---|---|---|---|---|
| Week 1: Paleolithic and Neolithic Cultures: From Hunter-Gatherer Society to Farm Life |   |   |   |   |   |
| Week 2: Early Complex Societies: Mesopotamia  |   |   |   |   |   |
| Week 3: Societies and Migration in Africa: Egypt, Nubia, Bantu People                 |   |   |   |   |   |
| Week 4: Monotheism: Judaism   |   |   |   |   |   |
| Week 5: More Early Complex Societies: Indian and Chinese Civilizations                |   |   |   |   |   |
| Week 6: The Americas and Oceania: Olmec, Maya, Andean, Hawaiian, and Pacific cultures |   |   |   |   |   |
| Week 7: State, Society, and the Quest for Salvation in India                          |   |   |   |   |   |
| Week 8: The Greeks and the Persians   |   |   |   |   |   |
| Week 9: Roman Civilization: From City-state to Empire                                 |   |   |   |   |   |
| Week 10: Early Christianity   |   |   |   |   |   |
| Week 11: East Asian Societies: China, Korea, Japan, and Vietnam                       |   |   |   |   |   |
| Week 12: The Expansive Realm of Islam   |   |   |   |   |   |
| Week 13: Nomadic Empires and Eurasian Integration                                     |   |   |   |   |   |
| Week 14: Medieval Europe  |   |   |   |   |   |
| Week 15: Cross-cultural Interactions  |   |   |   |   |   |

#### LEGEND

- A. Analyze the role and importance of individuals in history in the context of circumstances.
- B. Analyze cause and effect relationships while demonstrating a sense of historical time.
- C. Describe global processes (e.g. agricultural and urban revolutions, human migration, industrialization, ecological forces, and imperialism) with respect to social, religious, political, economic, and/or technological forces among the various societies.
- D. Examine the ethics and traditions of peoples in history and evaluate them in relation to one's own life and/or culture.
- E. Trace the development of civilizations in their geographical settings, comparing and contrasting their characteristics and recognizing their enduring influence.

### 23. Text and materials

- John P. McKay, Bennett D. Hill, John Buckler, Patricia Buckley Ebrey, Roger B. Beck, Clare Haru Cro. A History of World Societies, Volume 1: To 1600. 9e. Bedford/St. Martin's, 2012, 978-0312666927.
- Jerry Bentley, Herbert Ziegler, Heather Streets-Salter. Traditions & Encounters: A Brief Global History, Volume I. 2e. McGraw Hill, 2010, 978-0077408015.
- William Duiker and Jackson J. Spielvogel. The Essential World History, Volume I. 6e. Wadsworth Publishing, 2010, 978-0495902911.
- Bonnie G. Smith, Marc Van De Mieroop, Richard Von Glahn, Kris Lane. Crossroads and Cultures: A History of the World's Peoples, Volume I to 1500. 1e. Bedford/St. Martin's, 2012, 978-0312442132.

### 24. Auxiliary Materials and Content

#### Primary Source Readers :

Walter D Ward and Dennis Gainty, eds. *Sources of World Societies, Vol. I: to 1600.* Boston: Bedford / St. Martin's, 2012.

Alfred Andrea and James Overfield, *The Human Record: Sources of Global History, Volume I: To 1500.* New York: Wadsworth Publishing, 2011.

#### Fiction and Non-fiction:

Author Anonymous. Andrew George, translator. *Epic of Gilgamesh.* New York: Penguin Classics, 2003.

Joseph Mitchell and Helen Buss Mitchell, ed. *Taking Sides: Clashing Views in World History, Volume I: The Ancient World to the Pre-Modern Era.* New York: McGraw-Hill, 2011

Joseph Mitchell and Helen Buss Mitchell, ed. *World History, Volume I: Prehistory to 1500.* Annual Editions series. New York: McGraw-Hill, 2006.

R.K. Narayan. *The Ramayana: A Shortened Modern Prose Version of the Indian Epic.* New York: Penguin Classics, 2006.

Robert van Gulik. *Celebrated Case of Judge Dee.* New York: Dover Publishing, 1976.

Roy C. Amore, Larry D. Shin, and Sharon Wallace. *Lustful Maidens and Ascetic Kings: Buddhist and Hindu Stories of Life.* New York: Oxford University Press, 1981.

Sophocles. Robert Fagles, translator. *The Three Theban Plays: Antigone, Oedipus the King, Oedipus at Colonus.* New York: Penguin Classics, 1984.

#### Audio-visual materials:

Films on Demand: Digital Educational Videos. History category. Accessed through the KCC Lama library website.

*Egypt: Secret of the Pharaohs*. DVD. National Geographic, 2002.

*Engineering an Empire Series*. DVD. Directed by Mark Cannon. History Channel, 2007.

*Gladiator*. DVD. Directed by Ridley Scott. Dreamworks, 2000.

*The Passion of the Christ*. DVD. Directed by Mel Gibson. 20th Century Fox, 2004.

*The Story of India*. DVD. Directed by Jeremy Jeff. PBS, 2009.

*Troy*. DVD. Directed by Wolfgang Petersen. Warner Brothers, 2005.

## 25. Reference Materials

Jules R. Benjamin. *A Student's Guide to History*. 11th edition. Boston: Bedford/St. Martin's, 2009. ISBN: 978-0312535025

Mary Lynn Rampolla. *A Pocket Guide to Writing in History*. 7th edition. Boston: Bedford/St. Martin's, 2012. ISBN: 978-0312610418

## 26. Semester information

- FALL
- SPRING
- SUMMER

## 27. Effective Term [required field]

Fall 2013

## 28. Suggested Methods of Delivery

- Lecture
- Hybrid
- Online

## 29. Grading Options [required field]

- Audit
- Credit/NoCredit
- Letter grade

## 30. Grading Scale and Weighting Suggestions (reflect suggested selections from #16) [required field]



Suggested Grading Scale:

90 - 100% = A  
80 - 89% = B  
70 - 79% = C  
60 - 69% = D  
less than 60% = F

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.

Weighted Grading Suggestions:

Writing Assignments (e.g. analytical papers, reaction/reflection papers, journals, research paper): 25%

Exams, quizzes: 25%

In-class Activities (e.g. group discussions, participation): 25%

Final presentations, Interviews and research projects: 25%

**31. Is the course required or an elective in a degree or certificate program? If so, name the degree or certificate where the course is required.**

HIST 151 satisfies the Foundations Global and Multicultural Perspectives Group A (FGA) for the AA degrees in Liberal Arts. HIST 151 also satisfies the Arts and Humanities requirement for AS degrees (AS/AH).

**32. For what program(s) was the course designed? Will the course lengthen the time for the students to complete the program? Will it replace another course?**

This course was created for the AA and the AS degrees. It will not lengthen the time for students to complete the AA and AS degrees. It does not replace another course.

**33. Will this course proposal increase or decrease the number of required hours needed for a certificate or degree? Yes/No If yes, provide justification.**

No.

**34. Will this proposal require a change in staff, equipment, facilities, or other resources?**

No.

**35. Do we have a full-time faculty member who meets the requirements to teach this course? If not, who will teach the course?**

Yes. Currently five full-time faculty members.

**36. Is this an experimental course seeking regular status? Yes/No If "Yes", what was the experimental number and when (what semesters/years) were the experimental classes offered?**

No.

**37. How is this course related to the educational needs and goals of the division, college, and community as reflected in the Strategic Plan? How is it related to courses and programs?**

HIST 151 is an elective course in both the Associate in Arts and Associate in Science degree curricula. HIST 151 may be used to fulfill the Foundations requirement in Global Multicultural Perspectives (Group A) for the General Education Core Requirements.

Additionally, HIST 151 supports the following outcomes of the KCC Strategic Plan:

STRATEGIC OUTCOME B: Hawai'i's Educational Capital - Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.

STRATEGIC OUTCOME C: Economic Contribution - Contribute to the state's economy and provide a solid return on its investments in higher education through research and training.

STRATEGIC OUTCOME D: Globally Competitive and Collaborative Workforce - Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

This course supports the following Kapi'olani Community College competencies:

Computation and communication abilities

Values for living

Quality of life as affected by technology and science

Awareness of the dynamics in contemporary issues

Problem-solving and decision-making abilities

Responsiveness to the arts and humanities

Career choices and life-long learning

Study in a selected program

HIST 151 supports the following KCC general ed student learning outcomes: Self and Community/Diversity of Human Experience

HIST 151 supports the following AA degree competencies :

1. Express oneself clearly in written and oral communication.
2. Think critically and analytically to solve problems and make decisions
3. Appreciate the values and beliefs of diverse cultures and traditions

4. Know the methods, perspectives, impacts, and issues of selected disciplines in the Natural Sciences, Social Sciences, and Humanities and Arts.

HIST 151 supports the following AS degree competencies :

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 the human experience and apply them to personal, occupational, and social relationships.

**38. Basic skills (reading, writing and analytical) needed for success in the course. The concern here is with the skill levels required of students rather than the level of material in the class.**

Students in HIST 151 should have reading comprehension and writing skills at the 12th grade level.

**39. Amount (quantity) and level of reading, writing or other independent work required. As a rule of thumb, much of the reading material for a freshman level course should be at 12th or 13th grade level.**

Students are expected to read an average of two to three chapters in a textbook per week. In addition, students are required to do additional readings throughout the semester in the form of supplemental books, articles, and primary documents. The reading is done outside of class, independently by the student. Students should be able to comprehend what the author said in all of the readings at a 12th grade level in order to build knowledge and so that the instructor can focus on further development of the reading, writing, and analytical skills, such as how to interpret and analyze the material.

Students are also required to complete several written assignments outside of class. For these assignments, students should have a 12th grade level of writing being able to write a cohesive, well-organized, robust paragraph, containing a thesis. Students should also have basic outlining skills, which are needed for paper proposals and aid with reading comprehension.

**40. Amount (quantity) and level of quantitative and logical reasoning required. Where the course involves use of mathematics, a minimum of one year of high school algebra, or its equivalent, as background for the course would be required for transfer courses.**

In general, History requires only a 12th grade level of quantitative and logical reasoning skills in order to understand graphs and charts (e.g. population changes over time, GNP per country, etc.).

**41. Background knowledge in related subject matter expected of students entering the course. Is a course based on the expectation that students will have completed normal high school courses in related areas?**

Students should have completed the normal history courses generally required in high school.

**42. Expectations for student participation outside of class. Students are expected to spend at least three hours outside of class for every hour in class by means of the following activities:**

- Homework Assignments
- Individual Project(s)
- Papers
- Reading Assigned Text(s)
- Research Projects

**43. Justify the level of proposed course: 100 level, 200 level, 300 level, or lower than 100 level.**

The Community Colleges have established course sequences that conform to the University of Hawaii system numbering pattern, which has been adopted as a practice: 100-199 Initial or introductory course applicable toward a baccalaureate degree.

This is a 100-level course because it is a survey of World History until 1500. This course is a gatekeeper course, introducing students to the personalities, institutions, and concepts of the various peoples and societies throughout the world. Furthermore, this course prepares students with the historical content necessary for success in history courses at the 200-level and provides entry-level, college skills, such as reading comprehension, critical thinking and writing that will help students succeed in other 100-level courses as well as higher level courses.

**44. Identify similar courses at other UH colleges: list college, alpha, number, title, and credits for each. If it differs in important ways, explain how.**

HIST 151 (3) is offered at UHM, UHH, UHWO and all community colleges in the University of Hawai'i system. Similar courses are:

Leeward CC HIST 151 World History I (3)  
 Windward CC HIST 151 World Civilization I (3)  
 Honolulu CC HIST 151 World Civilization I (3)  
 Hawai'i CC HIST 151 World Civilization I (3)  
 Kaua'i CC HIST 151 World History I (3)  
 Maui CC HIST 151 World Civilization I (3)  
 UHM HIST 151 World History to 1500 (3)  
 UHH HIST 151 World History: to 1500 (3)  
 UHWO HIST 151 World Civilizations to 1500 (3)

**45. Is a similar course taught on the upper-division level by a four year UH college? If so, explain why this course is appropriate at the lower division, or how it differs from its upper-division counterpart.**

No.

**46. Is this course appropriate for articulation with the UH Manoa General Education Core Requirements?**

Yes/No

Yes, this course is appropriate for articulation with the UH Manoa General Education Core Requirements and has previously been articulated with the UH Manoa General Education Core Requirements, Global & Multicultural Perspectives (FG) Group A.

**47. Is the course currently articulated with any two or four-year program at another UH institution? If so, give details and dates of agreement(s) and explain any impact the proposed change may have upon articulation.**

(Please note that this is NOT a reference to UHM Gen Ed articulation.)

No.

**48. Maximum enrollment per class section? (and justification if maximum enrollment is not standard)  
[required field]**

35

**49. Number of sections per semester or year?**

27 -29 per year

**50. Exclude from catalog? Yes/No**

NO

**51. Justification**

This five-year update is necessary to make HIST 151 current with the General Education SLOs, assessment initiatives, and recent pedagogical and methodological trends in the field of history. As a result of the 2011 World Civ Summer Institute and a complete two-year cycle of assessment, the History faculty determined that the course competencies, which were inherited more than a decade ago, did not adequately reflect what was being taught nor were they fully reflective of the goals of the course itself or the college. Therefore, the course competencies were significantly revised. Furthermore, the course content needed to be linked to the new course competencies and the competencies needed to be linked to the Gen Ed SLOs. Finally, the course title was changed to more accurately reflect the content of the class, which deals with many peoples and societies throughout the world not just those who have settled down in civilizations. This course change was also done to be in line with the course title changes at UH Manoa for a smooth articulation when our students transfer.

**52. Special Comments for Catalog**

**53. Status (active/inactive)**

Active

**54. Restricted to Specific Semester(s)**

**55. Explain the reason for and purpose of prerequisites, corequisites, and recommended preparation [Kap CC Faculty Senate requirement if have prereqs/coreqs/rec preps]**

**56. AA General Education Area (contact the Faculty Senate for directions on completing documentation for Foundations categories FS, FW, FGA, FGB, FGC)**

AA/FGA

**57. AA General Education Extra**

**58.AS General Education Area**

AS/AH

**59.AS General Education Extra**

**60.Banner title (30 characters or fewer) [required field]**

World History to 1500