

## HISTORY 151: WORLD CIVILIZATION I

3 credits

MW: 8:30—9:45am (CRN 61011)

Palanakila 214

**INSTRUCTOR:**  
**OFFICE:**  
**OFFICE HOURS:**

Malia Lau Kong  
Palanakila 132  
MW: 7:30—8:25am  
MW: 9:50—10:25am  
TR: 2:25—3:55pm  
Also by appointment  
maliakon@hawaii.edu  
236-9132  
Fall 2012

**EMAIL:**  
**PHONE NUMBER:**  
**EFFECTIVE DATE:**

### WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

*Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O'ahu's Ko'olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.*

### CATALOG DESCRIPTION

HIST 151 is a survey course focusing on significant historical events and patterns of development in world civilizations from the pre-historic period to the 1500s. (3 hrs. lect)  
WCC: FG



### FOUNDATION REQUIREMENT AND HALLMARKS

HIST 151 fulfills 3 credits in Group A of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both an A.A. degree at WCC and a Bachelor's degree at UH Manoa. Consequently, it meets the following hallmarks of global and multicultural perspectives:

1. provide students with a large-scale analysis of human development and change over time.
2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe and Oceania.)
3. offer a broad, integrated analysis of cultural, economic, political, scientific and/or social development that

recognizes the diversity of human societies and their cultural traditions.

4. examine processes of cross-cultural interaction and exchange that have linked the world's peoples through time while recognizing diversity.
5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions.
6. engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

## STUDENT LEARNING OUTCOMES

The student learning outcomes (SLOs) for the course are:

1. Identify important individuals, places, organizations and concepts in pre-modern world history.
2. Arrange, in chronological order, significant events in world history.
3. Describe and analyze global processes from prehistory to 1500 C.E. (e.g human migration, ecological forces, spread of world religions, creation of empires.)
4. Explain cause and effect relationships in history.
5. Compare and contrast historical experiences across cultures and time.
6. Relate historical events to contemporary issues and events.



## COURSE TASKS

Welcome to the wonderful world of history—where we will make the past come to life as we explore the histories of the various peoples of the world in order to become better informed citizens and make our modern, global world more meaningful! As we look into the past, it may be helpful to view history as a movie—full of characters, with some playing significant roles and others playing supporting ones, drama, and significant events. Together, then, we will analyze this movie called history, highlighting the important individuals, concepts/ideas, places, societies, events, and all the drama that went along with this. As we explore the drama of the past, the class will focus on the **development of diverse cultures, similarities & differences** between these cultures, and the **connections & conflicts** that have arisen between these cultures.

The class will be centered around the following course tasks, that serve as both learning and assessment tools, for the purpose of measuring your learning and your ability to meet the course SLOs.

- ✓ Take **2** exams. The purpose of these exams is to assess both your critical thinking and writing skills regarding the material covered in class up to the moment of the exam. Study guides are found in your Course Reader and in the class Laulima site. **Exams are to be taken when scheduled.** Make-up exams will only be given in cases of illness (with a doctor's note) or valid emergency. If you are unable to take the scheduled exam, I expect you or a family member to **immediately** contact me before or on the day of the scheduled exam. **No make-up exam will be scheduled without you contacting me in a timely manner.** Each exam is worth up to 100 points.

- ✓ Complete **10** Primary Source Investigation Worksheets (PSIW) for homework. These worksheets will ask you to play the role of a historian by summarizing, analyzing, reflecting upon, and contextualizing assigned primary source readings found in the Course Reader (CR). They are designed to introduce you to issues that will be covered in the following class period. Additionally, they also serve the purpose of developing your critical thinking and writing skills. Each worksheet is worth up to 4 points. Please note that if any 2 or more worksheets are completed exactly alike, a **zero** will result. These worksheets are **DUE** on specific days according to the class schedule. Regardless of reason, late PSIW's are automatically penalized 1 point for being late. If you are not in class when a PSIW is due, then you should **email** me your PSIW by the start of class so that your PSIW is not considered late.
- ✓ Complete a variety of in-class activities. This includes the HistoryAlive! Video Exploration Assignments, HistoryAlive! Primary Source Critical Analysis or Historical Relevance on Current Events Analysis Assignments, focused free-writes, primary source investigations, and group assignments. These assignments will rely heavily on you being prepared for class (i.e., having both read the assigned readings and completed the corresponding homework worksheet). Some assignments will be worth more points than others depending on the assignment. Groups will typically consist of 3-4 members, and will be **randomly assigned based on preparation for the class (i.e., at the beginning of class, you will place your name card in the folder that best fits your preparation for the class: "I did my homework"; "I did some of my homework"; "I didn't do my homework"**. Furthermore, some classes will involve large class discussions where everyone will be expected to contribute to the discussion. **Since all of these assignments require being present for class, you will NOT be able to make-up these in-class assignments, regardless of reason, if class is missed WITHOUT an NQA Coupon.** An NQA Coupon allows you to request the in-class assignment(s) missed on the day of your absence so that you can complete the assignment(s) on your own time (these makeup assignments must be turned in by the last day of class). Please note that you only have **4** NQA coupons to use throughout the semester so use them wisely. *Furthermore, for every 6 classes missed, your final grade is automatically lowered by 1 letter grade (unless you had extenuating circumstances such as a major illness or family emergency).*
- ✓ Participate in class by being physically, as well as mentally, present and respectful of others. This includes turning off your cell phone, not talking story with friends, not listening to music, and coming to class on time. This also includes not monopolizing class discussion with your own point-of-view and not being respectful of what your classmates have to say. Negative comments will **NOT** be tolerated. Furthermore, any inappropriate behavior, including trying to be the class-clown, will result in immediate expulsion from the class. Hence, please be respectful of your classmates, thus fostering a positive learning environment!

#### ASSESSMENT TASKS AND GRADING

*2 Exams	x 100 points each	=	200 points	(66% of final grade)
*10 PSIW's	x 4 points each	=	40 points	(14% of final grade)
*In-Class Activities (incl. in-class work, Respect, Part.)		=	60 points	(20% of final grade)
		=	300 points possible	

***\*Everyone starts the class with an "A" (300 points)!  
What you do with your "A" is now up to you!***

To keep your	You can't lose more than	Which means
<b>A</b>	30 points	A = 270 points & above
<b>B</b>	60 points	B = 240 points & above
<b>C</b>	90 points	C = 210 points & above
<b>D</b>	120 points	D = 180 points & above

\*You may keep track of your grade in our class's Lulima site under the Gradebook option. Please note, though, that I will only update the Gradebook 2x during the semester, approximately 1—2 weeks after a scheduled exam. If you are concerned about your grade, then you should make an appointment to see me, or come by my office during my office hours.

\*(Hopefully, this will not happen, but if it turns out that more than 120 points is lost, an “F” for the class will result.)

\*The “N” grade is only given in circumstances in which the student has worked conscientiously, attended regularly, finished all work, fulfilled course responsibilities, and has made measurable progress. However, either the student has not achieved the minimal student learning outcomes and is not prepared to succeed at the next level, or the student has made consistent progress in class but is unable to complete the class due to extenuating circumstances, such as major health, personal, or family emergencies. The “N” grade is **NOT** given in circumstances in which you have NOT made consistent progress in the class &/or attended class regularly.

## LEARNING RESOURCES

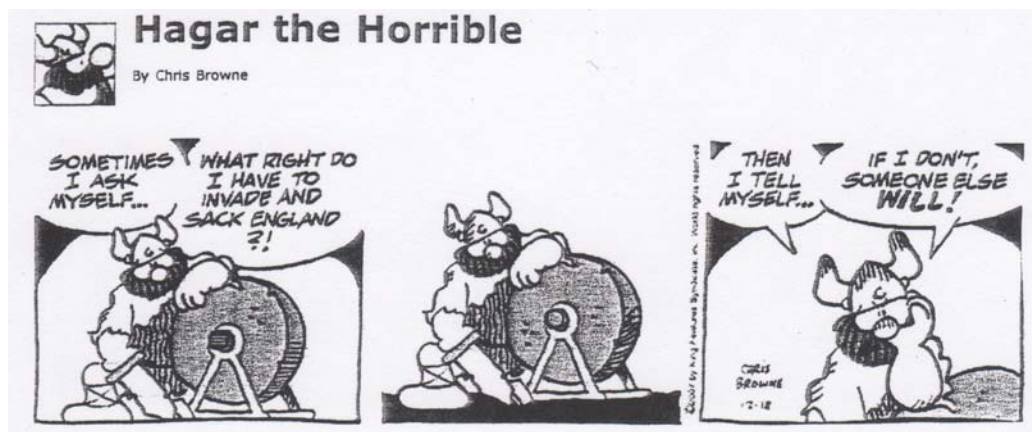
1. Edward H. Judge & John W. Langdon, Connections: A World History, Volume 1, Customized for HIST 151 Edition. ***This textbook is a customized textbook that is only available from the WCC bookstore.*** (Abbreviated as TXT in the Class Schedule)

2. Course Reader of Primary Sources, Assignments, & Lessons for Malia Lau Kong’s HIST 151: World Civilization I Course. ***This course reader is only available from the WCC bookstore.*** (Abbreviated as CR in the Class Schedule)

***\*Note: In the event that you go to the bookstore and the textbook &/or Course Reader is out of stock, you must place an order with the bookstore so that they can get it for you. Do not leave without placing an order! If you find yourself in the situation of not having a textbook &/or Course Reader, you must make use of the reserve textbook copy and Course Reader copy that are available in the library for “library use only” in order to keep up with the required readings and homework assignments.***

## METHOD OF INSTRUCTION

- ❖ The course will expect that you are able to independently read and comprehend the “facts” on your own. Class will **never be a review** of the “facts” that are learned by reading the textbook. Instead, class will be devoted to exercises that engage the brain at a higher cognitive level (i.e., application, analysis, evaluation, etc.).
- ❖ The method of instruction for part of this course relies on the **FLIPPING THE CLASS** concept. In this method, you will be completing assignments **IN-CLASS** that you would complete for homework in other classes. The rationale behind this concept is that some assignments are better completed in-class where I can advise and guide you. Nevertheless, **IT IS STILL ESSENTIAL THAT YOU COMPLETE THE ASSIGNED READINGS PRIOR TO COMING TO CLASS. IF YOU FAIL TO COMPLETE THE ASSIGNED READINGS PRIOR TO CLASS, THEN YOU WILL BE UNABLE TO COMPLETE THESE ASSIGNMENTS TO THE BEST OF YOUR ABILITY AND YOUR GRADE FOR THE IN-CLASS ASSIGNMENT WILL SUFFER.**
- ❖ The method of instruction for another part of this course relies on the **WRITING-ACROSS-THE CURRICULUM** pedagogy. In this pedagogy, you will use writing to help you critically think about history. By doing so, you will be gaining critical thinking skills that you can apply to all aspects of your life.



## RECOMMENDATIONS THAT WILL HELP YOU IN THIS CLASS

1. This class requires a lot of reading, writing, and thinking! Some days you will have A LOT of reading for homework so please plan accordingly. Furthermore, since we will move at an extremely fast pace, it is crucial for you to keep up with readings and homework assignments.
2. Ask questions if you don't understand and definitely let me know if you are having any problems in the class.
3. Faithfully attend class.
4. Always take notes! This includes anything that is written on the board, viewed on the overhead projector, and gleaned from videos.
5. Bring **both your textbook AND course reader** to class to every class. We will typically refer back to both your textbook and course reader during class. Also, these books will help you complete in-class assignments.

**\*This class is designed to be accessible to ALL students. Thus, please take note of the following statement:**

### DISABILITIES ACCOMMODATION STATEMENT

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, [lemke@hawaii.edu](mailto:lemke@hawaii.edu), or you may stop by Hale 'Akoakoa 213 for more information.*

### CLASS SCHEDULE\*

*\*Note: Class schedule is subject to change. All changes will be announced in class.*

DATE	ASSIGNMENTS DUE ON THIS DAY (CR = Course Reader)	REQUIRED PREPATORY TEXTBOOK READINGS FOR THIS DAY	CORRESPONDING CLASSROOM TOPICS & EVENTS FOR THIS DAY
Week 1: M 8/20	Please purchase your texts today if you haven't already.		Welcome to History 151! Introduction to the course & getting to know one another
W 8/22		Chapter 1, all pages	Lesson #1: The Emergence of Human Societies
F 8/24	<b>*Last day for 100% refund &amp; to register</b>		
Week 2: M 8/27		Chapter 2, all pages	Lesson #2: The Birth of Complex Society in Mesopotamia <b>HistoryAlive!</b> <b>Video Assignment: Iraq</b>
W 8/29			Lesson #3: The Might That Was Assyria

Week 3: M 9/3	<b>HOLIDAY: LABOR DAY</b>		<b>NO CLASSES</b>
W 9/5			Lesson #4: The Birth of Complex Society in Egypt <b>HistoryAlive!</b> <b>Video Assignment: Egypt</b>
Week 4: M 9/10	<b>*Last day to drop &amp; receive 50% refund; *Last day to drop with NO "W"</b>	Chapter 3, all pages	Lesson #5: India: Escaping the Wheel of Life <b>HistoryAlive!</b> <b>Video Assignment: India</b>
W 9/12			Lesson #5: India: Escaping the Wheel of Life
Week 5: M 9/17	<b>PSIW #1: Sun Tzu, <i>The Art of War</i>, page 89 in CR</b>	Chapter 4, all pages	Lesson #6: China's Mandate from Heaven <b>HistoryAlive!</b> <b>Video Assignment: China</b>
W 9/19			Lesson #6: China's Mandate from Heaven <b>HistoryAlive!</b> <b>Primary Source Critical Analysis Assignment: The First Emperor Qin Shihuangdi, pgs. 29—34 in CR</b>
Week 6: M 9/24	<b>PSIW #2: <i>Mo`ikeha's Migration from Tahiti to Hawai'i</i>, page 91 in CR</b>	Chapter 5, all pages; Appendix, pages TBA	Lesson #7: Mesoamerica: Blood, Sacrifice, & The End of the World; Lesson #8: Voyaging Canoes & New Worlds: The Settling of Hawai'i
W 9/26	<b>PSIW #3: <i>The Majesty of Darius the Great</i>, page 94 in CR</b>	Chapter 6, all pages	Lesson #9: The Might That Was Persia: God-Kings & Human Rights
Week 7: M 10/1		Chapter 7, all pages	Lesson #10: Ancient Greece: Heroic Warriors & The Birth of the Polis

			<b>HistoryAlive! Video Assignment: Sparta &amp; Athens</b>
W 10/3			Lesson #10: Ancient Greece: Heroic Warriors & The Birth of the Polis <b>HistoryAlive! Primary Source Critical Analysis Assignment: The Spartans, pgs. 37—58 in CR</b>
Week 8: M 10/8			Lesson #11: Cross- Cultural Conflict: Persia Invades Greece <b>HistoryAlive! Historical Relevance on Current Events Analysis Assignment: Is '300' Historically Factual or Inaccurate?, pgs. 59—61 in CR</b>
W 10/10	<b>PSIW #4: <i>The Character of Alexander</i>, page 95 in CR</b>		Lesson #12: Alexander the Great Conquers Persia
Week 9: M 10/15			<b>Review for Exam #1</b>
W 10/17			<b>EXAM #1</b>
Week 10: M 10/22	<b>PSIW #5: Tacitus, <i>Corruption in the Early Roman Empire</i>, page 96 in CR</b>	Chapter 8, all pages	Lesson #13: From Roman Republic to Empire <b>HistoryAlive! Historical Relevance on Current Events Analysis Assignment: Pirates of the Mediterranean, pgs. 63—67 in CR</b>
W 10/24	<b>PSIW #6: Eusebius, <i>The Conversion of Constantine</i>, pages 97—98 in CR</b>	Chapter 9, pgs. 187—196; Chapter 10, pgs. 212—222	Lesson #14: Barbarians, Christians, & The Fall of the Roman Empire <b>HistoryAlive!</b>

			<b>Primary Source Critical Analysis Assignment: Boudicca: Queen of the Iceni, pgs. 69—81 in CR</b>
Week 11: M 10/29	<b>*LAST DAY TO DROP WITH “W” ON RECORD</b>	Chapter 9, pgs. 196—208	Lesson #15: The Barbarian Conversion
W 10/31	<b>PSIW #7: <i>Arabs, Franks, and the Battle of Tours,</i> pages 99—100 in CR</b>		Lesson #16: Medieval Europe: Warriors, Christians, & Women
Week 12: M 11/5		Chapter 11, all pages	Lesson #17: The Rapid Expansion of the Dar al-Islam
W 11/7	<b>PSIW #8: <i>The Early Islamic Conquests,</i> page 105 in CR</b>	Chapter 12, all pages	Lesson #17: The Rapid Expansion of the Dar al-Islam
Week 13: M 11/12	<b>Holiday: Veterans Day</b>		<b>NO CLASSES</b>
W 11/14		Chapter 13, all pages	Lesson #18: The Glory of Africa
Week 14: M 11/19	<b>PSIW #9: <i>The Tale of the Heike,</i> pages 107—108 in CR</b>	Chapter 14, all pages	Lesson #19: The Glory of China; Lesson #20: The Rise of the Samurai
W 11/21		Chapter 15, all pages	Lesson #21: Conquest & The Pax Mongolica
Week 15: M 11/26	<b>PSIW #10: <i>Marco Polo,</i> page 109 in CR</b>		Lesson #21: Conquest & The Pax Mongolica
W 11/28		Chapter 16, all pages	Lesson #22: Cross- Cultural Conflict: The Crusades & Aftermath
Week 16: M 12/3			Lesson #22: Cross- Cultural Conflict: The Crusades & Aftermath <b>HistoryAlive! Historical Relevance on Current Events Analysis</b>



			<b>Assignment: Europe Cringes at Bush 'Crusade' Against Terrorists, pgs. 83—86 in CR</b>
W 12/5			<b>Review for Exam #2</b>

<b>Week 17: Wednesday, December 12, 2012 @ 8:30— 10:30am</b>			<b>EXAM #2</b>
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**“NO QUESTIONS ASKED” COUPONS FOR HISTORY 151**

Life happens. Sometimes you just can't make it to class. These 4 coupons allow you to makeup the work missed in FOUR missed classes. After you have used all your coupons, that's it. Please do not ask for special consideration because it is NOT fair to all the other students in class who have been faithfully attending class regardless of life happening. *Each unused coupon is worth 1 point extra credit.*

<p align="center"><b>NQA Coupon #1 (No Questions Asked Coupon)</b></p> <p><b>Issued to</b> _____</p> <p>This coupon allows person named above to make-up work missed on this day _____ of class.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 4 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>	<p align="center"><b>NQA Coupon #2 (No Questions Asked Coupon)</b></p> <p><b>Issued to</b> _____</p> <p>This coupon allows person named above to make-up work missed on this day _____ of class.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 4 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>
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<p align="center"><b>NQA Coupon #3 (No Questions Asked Coupon)</b></p> <p><b>Issued to</b> _____</p> <p>This coupon allows person named above to make-up work missed on this day _____ of class.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 4 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>	<p align="center"><b>NQA Coupon #4 (No Questions Asked Coupon)</b></p> <p><b>Issued to</b> _____</p> <p>This coupon allows person named above to make-up work missed on this day _____ of class.</p> <p>Coupon is non-transferable and can't be sold.</p> <p>A maximum of 4 NQA coupons may be used per student.</p> <p>Expiration: Last day of class</p>
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