

Kapiolani Community College

HIST 152 - World History since 1500

1. Course Alpha [required field]

HIST

2. Course Number [required field]

152

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

Modifying the course description

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

World History since 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 152 explores historical narratives and global perspectives on human societies and cross-cultural interactions from 1500 to the present. It examines the events, personalities, institutions, and ideas that shaped the modern world.

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
- Service Learning Activities
- 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
Service Learning Activities
Writing Assignment(s)

17. Suggested Methods of Instruction [required field]

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

18. General Education Student Learning Outcomes

	Thinking/Inquiry - 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.
	Communication - Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

religious, political, economic, and/or technological forces among the various societies.																				
Examine the ethics and traditions of peoples in history and evaluate them in relation to one's own life and/or culture.																				

LEGEND

- A. Analytical Paper(s)
- B. Exam(s)
- C. Final Presentation
- D. Group Discussions
- E. In-class Activities
- F. Interview(s)
- G. Journal(s)
- H. Participation
- I. Quiz(zes)
- J. Reaction Paper(s)
- K. Reflection Paper(s)
- L. Research Paper
- M. Service Learning Activities
- N. Writing Assignment(s)

Competency/PSLO	A
Analyze the role and importance of individuals in history in the context of circumstances.	
Analyze cause and effect relationships while demonstrating a sense of historical time.	
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.	
Examine the ethics and traditions of peoples in history and evaluate them in relation to one's own life and/or culture.	

LEGEND

- A. 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 other forms of communication.

22. Course Content with links [required field] (click on the blue help icon in the upper right corner for details on how to fill out this field)

Content/Competency	A	B	C	D
Week 1: Transoceanic Encounters and Global Connections				

Week 2: The Transformation of Europe				
Week 3: European Thought: Science and Rationalism				
Week 4: New Worlds: The Americas and Oceania				
Week 5: Africa and the Atlantic World				
Week 6: Revolutions and National States				
Week 7: Industrialization				
Week 8: Imperialism and the Responses: National and Political Struggles				
Week 9: The World in Upheaval: World War I and the Russian Revolution				
Week 10: Interwar Period: Anxiety, Depression, and Challenges to the Liberal Order				
Week 11: World War II				
Week 13: Total War, Atrocities, and the Atomic Bomb				
Week 14: The Cold War				
Week 15: Global Political, Economic, and Cultural Patterns				

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.

23. Text and materials

- Jerry Bentley, Herbert Ziegler, Heather Streets-Salter. Traditions & Encounters: A Brief Global History, Volume II. 2e. McGraw Hill, 2010, 978-0077408022.
- John P. McKay, Bennett D. Hill, John Buckler, Patricia Buckley Ebrey, Roger B. Beck, Clare Haru Cro. A History of World Societies, Volume 2: Since 1450.. 9e. Bedford/St. Martin's, 2012, 978-031666934.
- William Duiker and Jackson J. Spielvogel. The Essential World History, Volume II. 6e. Wadsworth Publishing, 2010, 978-0495902928.
- Bonnie G. Smith, Marc Van De Mieroop, Richard Von Glahn, Kris Lane. Crossroads and Cultures:

24. Auxiliary Materials and Content

Primary Source Readers:

Andrea, Alfred and James Overfield, *The Human Record: Sources of Global History, Volume II: Since 1450*. New York: Wadsworth Publishing, 2011.

Ward, Walter D. and Dennis Gainty, eds. *Sources of World Societies, Vol. I: Since 1450*. Boston, Bedford / St. Martin's, 2012.

Fiction and Non-fiction:

Aberth, John . *The First Horseman in History: Disease in Human History*. Connections: Key Themes in World History series. New Jersey: Pearson-Prentice Hall, 2007. Prentice Hall, 2008.

Achebe, Chinua. *Things Fall Apart*. New York: Anchor Publishing, 1994.

Ames, Glenn J. *The Globe Encompassed: The Age of European Discovery, 1500-1700*. Connection: Key Themes in World History series. New Jersey: Pearson-P

Lindsay, Lisa A. *Captives as Commodities: The Transatlantic Slave Trade*. Connections: Key Themes in World History series. New Jersey: Pearson-Prentice Hall, 2008.

Mitchell, Joseph and Helen Buss Mitchell, ed. *Taking Sides: Clashing Views in World History, Volume 2*. New York: McGraw-Hill, 2006.

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

Ngugi Wa Thiongo. *The River Between*. Johannesburg, South Africa: Heinemann Publishers, 1965.

Spiegelman, Art. *Maus: A Survivor's Tale, Volume I: My Father Bleeds History*. New York: Pantheon Books, 1986.

Spiegelman, Art. *Maus: A Survivor's Tale, Volume II: And Here My Troubles Began*. New York: Pantheon Books, 1991.

Audio-visual:

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

2007.

Eyes of the Prize: America's Civil Rights Movement, 1954 - 1985. Directed by Henry Hampton. PBS, 2010.

Hotel Rwanda. DVD. Directed by Terry George. MGM/United Artists, 2004.

In the Name of the Emperor: The Rape of Nanjing. Produced by Christine Choy and Nancy Tong. 1997 (<http://filmmakers.com/index.php?a=filmDetail&filmID=762>)

Lost City of the Incas. Luther. DVD. Directed by Eric Till, 2003.

Recycled Life. DVD. Directed By Leslie Iwerks. Santa Monica, CA: Iwerks Productions, 2006.

The Mission. DVD. Directed by Roland Joffe. Warner Home Video, 2003.

The World at War. Narrated by Lawrence Olivier. HBO Home Video, 2001.

25. Reference Materials

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

Rampolla, Mary Lynn. *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, service learning: 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 152 satisfies the Foundation Global and Multicultural Perspectives Group B (FGB) for the AA degrees in Liberal Arts. HIST 152 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 the 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.

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 152 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 B) for the General Education Core Requirements.

Additionally, HIST 152 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 152 supports the following KCC general ed student learning outcomes: Self and Community/Diversity of Human Experience

HIST 152 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 152 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 152 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

understands 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
- Service Learning Project(s)

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 accepted practice: 100-199 Initial or introductory courses applicable toward a baccalaureate degree.

This is a 100-level course because it is a survey of World History from 1500 to the present. This course is a gatekeeper course, introducing students to the personalities, institutions, and concepts of the various peoples and societies that shaped 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 152 (3) is offered at UHM, UHH, UHWO and all community colleges in the University of Hawai'i system. Similar courses are:

Leeward CC HIST 152 World History II (3)
Windward CC HIST 152 World Civilization II (3)
Honolulu CC HIST 152 World Civilization II (3)
Hawai'i CC HIST 152 World Civilization II (3)
Kaua'i CC HIST 152 World History II (3)
Maui CC HIST 152 World Civilization II (3)
UHM HIST 152 World History Since 1500 (3)
UHH HIST 152 World History: From 1500 (3)
UHWO HIST 152 World History Since 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 B.

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?

16-18 per year

50. Exclude from catalog? Yes/No

NO

51. Justification

This five-year update is necessary to make HIST 152 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 and the course description was modified 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 and course description modification 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/FGB

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 Since 1500