

HIST 152: World Civilizations II
Windward Community College
Spring 2013

Instructor: Ryan J. Koo
Class Schedule: MW 11:30-12:45
Contact: rkoo@hawaii.edu
Office: Palanakila 134
Phone: 265-9972
Office hours: MW 9:00-10:00 am, MW 2:15-3:15 am, TR 3:00-4:00
Section: 62124

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 152 is a survey course focusing on the historical development of selected areas of the world from the 16th century to the present. Emphasis is placed on analysis of the impact of industrialization, East-West interaction, and the rise of nationalism (3 hrs.lect)
WCC: FG

Foundation Requirements and Hallmarks

HIST 152 fulfills 3 credits in Group B of the General Education requirement (Foundations: Global and Multicultural Perspectives) for both and 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 for the course are:

1. Identify important individuals, places, organizations and concepts in modern world history.
2. Arrange, in chronological order, significant events in world history.
3. Describe and analyze global processes from 1500 C.E. to the present (e.g. human migration, ecological forces, imperialism, decolonization, industrialism, nationalism, globalization.)
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 Description:

The purpose of HIST 152 is to survey the history of humankind since the 1500s by focusing on the world's major civilizations, movements of peoples, and interactions across the globe. The course will examine the events, personalities, institutions and ideas that helped to shape the major civilizations in an attempt to develop an historic and global perspective on the human experience. Emphasis will be given to broad trends within the historical process and to political, economic, social, and religious change.

Instructor's Note:

The world we live in today is more interconnected than ever before. Nonetheless, what we see today is merely the end result of a process that has been going on for thousands of years, namely, the movement and interaction of peoples and ideas across the globe. In this course we will trace the development of complex societies around the globe, starting from 15th century and ending in the present. In so doing we will focus on the ways in which people and ideas have been spreading around the globe, laying the foundation for the interconnected world that we live in today. The class will be broken up into lecture and discussion sessions.

Texts: Bentley, Jerry. *Traditions and Encounters: A Brief Global History, 1500 to Present*
Reading Handouts: (To be provided by instructor throughout course)
Feng Jikai. *The Three Inch Golden Lotus*
Remarque. *All Quiet on the Western Front*
Achebe. *Things Fall Apart*
Spiegelman. *Maus*, Vol. I and II

Attendance:

Attendance is mandatory and expected. Only excused absences will be allowed. If you must miss class, it is necessary to contact the instructor BEFORE the missed class.

Course Requirements:

Students will be required to take one mid-term and one final exam based on the lectures, and relevant information from textbooks and assigned readings. Students will also be required to complete a number of quizzes, in-class assignments, and homework assignments on various readings. Finally, the students will be required to produce **ONE** short literary review paper (5-7 pages) based on **1 of the 4 books** assigned throughout the semester. The paper will be due **TWO WEEKS** after the day of the discussion for that particular book. Late papers will be deducted a full letter grade each day that it is late. **Failure to complete the paper will most likely result in an F for the course!!!** You will receive more information about the papers later in the semester. **For each paper you must submit a copy through Laulima AND bring in a hard copy to me in class.**

Class Etiquette:

This is a learning environment, so be respectful to your classmates. No electronic devices (phones, dictionaries, PSP, etc) allowed in the class while in session. However, questions, no matter how big or small, complicated or simple, are essential. Please ask questions during class!!

Grading:

Midterm:	100 pts
Final:	100 pts
Quizzes/Assignments/Participation:	150 pts
Short Review Paper:	50 pts each
Total	400 pts

Grade Scale:

360-400	A
320-359	B
280-319	C
240-279	D
0 -239	F

Be aware that **CHEATING and PLAGIARISM** are considered **ACADEMIC FRAUD** under the Student Code of Conduct. **Ignorance of what constitutes plagiarism is no excuse.** Any student caught cheating or plagiarizing will receive a failing grade for this course.

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.

INCOMPLETES are not granted for this course except under the most dire of circumstances. Students will be expected to repeat the course if work is incomplete and a passing grade is not achieved.

Disability Support Services: If you have a documented disability and have not voluntarily disclosed the nature of your disability and the support you need, please come and see me immediately.

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, or you may stop by Hale 'Akoakoa 213 for more information.

CONSULT instructor if you need help, advice, encouragement, or have questions about the course. See me during office hours or make an appointment if scheduled hours are inconvenient.

ADVICE?

Learn to admit when you don't know something, and NEVER be afraid to ask questions. Remember: there are no stupid questions! The best three word phrase to utilize this semester is simply, "I don't know." Be brave enough to admit that and you will go far in life!

Socrates: [...] οὐ τὸς μὲν οἷ ἐταίρι εἰ δέναι οὐκ εἰ δῶς, ἐγὼ δέ, ὥσπερ οὐκ οὐκ οἷ δα, οὐ δὲ οἷ μαι

– This man, on one hand, believes that he knows something, while not knowing [anything]. On the other hand, I – equally ignorant – do not believe [that I know anything].

Which person would you rather be? The one who pretends to know everything? Or the one brave enough to admit that they do not?

LECTURE SCHEDULE

Part I. The Origins of Global Interdependence, 1500-1800

- Jan 7 Introduction to World History
9 Transoceanic Encounters and Global Connections
Reading: (Bentley & Ziegler, chap.22)
14 The Transformation of Europe I
(Bentley & Ziegler, chap. 23)
Discuss Article “Fortunate Isles”
16 The Transformation of Europe II
(Bentley & Ziegler, chap. 23)
21 **HOLIDAY**
23 Colliding Worlds in the Americas and Oceania
(Bentley & Ziegler, chap. 24)
Map Quiz
28 Africa and the Atlantic World
(Bentley & Ziegler, chap. 25)
30 Discuss: *Things Fall Apart*
- Feb 4 Tradition and Change in East Asia
(Bentley & Ziegler, chap. 26)
6 Tradition and Change in East Asia
(Bentley & Ziegler, chap. 26)
11 Imperial Islamic Societies
(Bentley & Ziegler, chap. 27)

Part II. Revolution, Industry, and Empire, 1750-1914

- 13 Revolutions in the Atlantic World I
(Bentley & Ziegler, chap.28)
18 **HOLIDAY**
20 **STUDY SESSION FOR MIDTERM EXAM**
25 **MIDTERM EXAMINATION**
27 Patterns of Industrialization
(Bentley & Ziegler, chap. 29)
- March 4 The Effects of Industrialization
6 The Americas in the Age of Independence
(Bentley & Ziegler, chap. 30)
11 Societies at Crossroads AND Global Empires
(Bentley & Ziegler, chap. 31, 32)
13 Global Empires
(Bentley & Ziegler, chap. 32)
18 Global Empires
(Bentley & Ziegler, chap. 32)
20 Discuss *Three Inch Golden Lotus*
25 **SPRING BREAK!!!**
27 **SPRING BREAK!!!**

Part III. Contemporary Global Realignments

April	1	The Great War (Bentley & Ziegler, chap. 33)
	3	The Age of Anxiety (Bentley & Ziegler, chap. 34)
	8	Discuss <i>All Quiet on Western Front</i>
	10	The Search for National Identities (Bentley & Ziegler, chap. 35)
	15	World War II (Bentley & Ziegler, chap. 36)
	17	World War II (CONT)
	22	Discuss <i>Maus I & II</i>
	24	Cold War and Decolonization
	29	Cold War and Decolonization
May	1	The Modern World (Bentley & Ziegler, chap. 38)

FINAL EXAM: Wed, May 8th, 11:30-1:30, same room.

World History Literary Review Papers: Instructions

Despite the differences in context and themes of the different books assigned for world history, there are some basic things that I am looking for in these papers. First of all, although you will need to include some breakdown of the text, this is **NOT** a book report. We all read the book so I do not need a summary of the text. Instead, think of it as an historical analysis of the text. Second, you must include some basic history of the context of the book. For example, if the story takes place in Africa, you should describe the historical context of Africa as presented in the class lectures and textbook.

Or in other words,

1. Explain the historical context of the book. You can achieve this by answering a few easy questions. For example, when and where does the book take place? What is the background of the story? What is going on behind the scenes? Does the story take place during a particularly important historical event or period?
2. Explain how the story helps you better understand world history. You can achieve this by using certain events, characters, and themes of the book throughout your paper. For example, how do the characters illuminate what is going on historically? What does the book teach you about the culture, society, and politics of the region? Or, if applicable, how does the book help you better understand a particular religion or philosophy?

You can think of the paper basically as a reaction piece. Do not worry about discussing the whole book, or the entire history of the region. This is unreasonable considering the length of the paper. Instead, concentrate on a few themes—whether political, cultural, or social is up to you—and use the text to explain to me how it has helped you better understand world history, or at least the micro-history of whatever time period the book discussed.

The paper should be somewhere between 5 and 7 pages (feel free to go over!), and should try to address the points explained above. Be sure to include an introduction, thesis, and conclusion in your papers. One inch margins, 12 point font. Other than that, I do not really care about the format of the paper. MLA, APA, or any other recognized format is acceptable. I only expect you to remain consistent in your format. So if you start by using an MLA format, do not switch to APA halfway through the paper. No bibliography is required, although if you do use another source other than the textbook or the assigned reading, please include a works cited page.

HINT: The best papers are those that can balance the themes above in a clear and organized fashion. You should also use as many direct quotes or examples from the text to support your ideas throughout the paper. Feel free to look at the example papers on Laulima. These papers are from Southeast Asian history class that I taught in the past. These papers, while not perfect, best reflect what I am looking for in your literary reviews. They both give an excellent discussion of the historical content, as well as provide numerous quotes and anecdotes from the stories in order to explain how the texts helped each student understand the history of the region (in their case, Southeast Asia). While your papers might not be as long or detailed, these are prime examples of the style of paper I hope you will produce. If you have any questions regarding these instructions, feel free to contact me in person or by email.

See below for individual paper assignment

Paper # 1. *Things Fall Apart*

1. When *Things Fall Apart* was first published it was a bombshell of a success. Seen in the light of European colonialism, this tragic tale told by an African from an African's point of view was one of the first of its kind to address issues connected to European colonialism and imperialism in Africa, as well as give an indigenous point of view of traditional village life from a small region in Nigeria. Write an essay in which you describe the history of European colonialism in Africa by exploring the story in *Things Fall Apart*.

Questions to Consider

1. As the title suggests, the impact of European colonialism in Africa was beyond measure. Not only did it radically change the traditional society and culture in many parts of Africa, it also brought untold misery to thousands of ordinary African lives. Write an essay in which you analyze the impact of European colonialism in the small Nigerian village as revealed in *Things Fall Apart*. How did the lives presented in the novel change once Europeans began to arrive in Africa? How were traditional power structures changed to fit the needs of a colonial bureaucracy? What happened to traditional religious beliefs once Christianity began to spread across African villages? How were the Europeans able to topple such long standing traditions and beliefs? In other words, what "fell apart" after the arrival of the Europeans? Be sure to back up your arguments with quotes or examples from the text.
2. Okonkwo, the main character of the text, is not your ordinary protagonist. Although the story centers around his life and the lives of his family members, his actions are sometimes questionable, even irrational at times. Write an essay in which you focus on the character of Okonkwo. Describe the character of Okonkwo. Why did Okonkwo feel it necessary to be such a hard-working and emotionally vacant man? What was his opinion of the different characters in the novel (his family, his neighbors, the clan leaders)? What was his opinion of the Europeans? Of traditional African religion and power structures? Of Christianity? Why did he end his life at the end of the story? What do you think the author was trying to accomplish through the story of Okonkwo's life? Be sure to back up your arguments with quotes or examples from the text.
3. Create your own topic!!! However, be sure to check with me before choosing a topic of your choice.

Paper # 2. *The Three Inch Golden Lotus*

The Three Inch Golden Lotus is Feng Jikai's masterpiece that explores two major themes in late imperial and early republican era China. First and foremost, the novel takes a detailed look at the practice of footbinding in Chinese society, and moreover, the role of women in late imperial China. The second theme, and almost equally important, is a reflection of the changing nature of "tradition" in China in the late 19th century. At this point, China was experiencing a multitude of internal and external problems that were eating away the power of the government and stability of traditional Chinese values within the society. Write an essay in which you first explain the historical context of China during the late 19th and early 20th centuries (political, social, economic changes, etc). Once this is done, answer **ONE** of the following paper topics.

Questions to Consider

1. The practice of footbinding, a particularly Chinese social phenomenon, began perhaps as early as the Song Dynasty (10th century CE). While only practiced by elite women in the beginning, by the 19th century footbinding had become a wide spread tradition found in all levels of society, from the very rich elite, to the poorest of the poor. But by the end of the Qing Dynasty, this beloved tradition in China had come to symbolize all that was wrong in Chinese society, at least according to European mentalities. Write an essay in which you describe the process of footbinding and what it meant to men and women in Chinese society. In it, you should not only describe the origins and process of footbinding (as described in the novel), you should also explain the role that it played in Chinese society with respect to a woman's status, beauty, and ability to find a husband. Finally, discuss how a woman's body, by the beginning of the 20th century, became a strong symbol Chinese traditional culture, while simultaneously becoming a target to those who wished to radically change society in China. Or in other words, describe the arguments that surrounded the elimination/support of footbinding as presented in the text.
2. As discussed in class, according to Confucian principles, the scholar-bureaucrats were considered the elites in Chinese traditional society. However, by the Ming and Qing dynasties, particularly in Southern China, a group sometimes called the gentry (wealthy landlords, often from the business/merchant class) had gained an incredible amount of power, money, and influence in Chinese society. Write an essay in which you discuss the role of the gentry in China as it is presented in the novel. To do this, focus on the Tong household, the figure of Tong Ren-an, and the men and women attached to his life. What was the character of Tong Ren-an like? How did he make his money? Do you think he was considered a member of the elite, despite his lack of government service? Do we see any clashes between Tong and the Confucian scholar-elite? What was the role of women within the household? Of his sons and employees? Etc...Finally, discuss what happens to the Tong household by the end of the novel. How had things changed from the beginning of the story? How does this help you understand what was happening to China, not only in Tong's household, but across many regions of China?

3. Create your own topic!!! However, be sure to check with me before choosing a topic of your choice.

Paper #3. *All Quiet on the Western Front*

Erich Maria Remarque's masterpiece *All Quiet on the Western Front* did not take long to become considered a classic piece of literature. Hauntingly crafted by a survivor of the Great War, the story powerfully transports the reader into the horrifying world that was the reality of WWI Europe on the western front. But the story is much more than an account of the brutality of the war. Considered as much a social commentary of the interwar period as a description of the Great War itself, *All Quiet* introduces us to a variety of characters throughout the story—Muller, Tjaden, Kantorek, Paul Baumer to name a few—who reflect the fear and anxiety of many Europeans during the decade (1920s) following the war. Write a paper in which you first explain the historical context of the war. What were some of the causes of the Great War? Who participated in the war on each side? What happened at the end of the war? Etc. Once this is done, turn your attention to ONE of the following options:

Questions to Consider (in addition to the historical context above)

1. The Great War, as it was known at the time, was the end of many things throughout Europe. It ended millions of lives, dozens of territorial lines, a few empires along the way. In many ways, the violence of the war also destroyed what remained of the Enlightenment idea of perpetual progress with respect to European civilization. The decades that follow the war is sometimes known as the "Age of Anxiety," as everyone from artists, scientists, authors, and philosophers questioned many of the assumptions of the Enlightenment era. Write a paper in which you discuss the pessimism of Europe as it is presented in the book. To do this, you should first consider the tone of the author, himself a veteran of the war. How did Remarque present his story? What kinds of messages does he hope to convey through the tone of the story? Then consider the characters themselves. How do the characters react to the war? How do they understand or explain what is going on around them on the front line? What happens to Paul Baumer when he returns home? Can he relate to his old friends and family? How does all of this help you understand the context of the period in which Remarque writes (1920s, "Age of Anxiety")? Or in other words, how is Remarque himself emblematic of the pessimism of Europe during the 1920s?

2. For students of History 151, *All Quiet* represents a homework assignment one must finish to complete the course. But for many of those who read it in when it was originally published in the 1920s, it was probably the first time that they had a chance to understand what life was like for the soldiers of the Great War. Brutally detailed, horrific and even nauseating at times, the novel follows the character of Paul Baumer, a German soldier stationed along the western front. Write an essay that details the horrors of the war. How was this war so different from the wars that preceded it? What were the new weapons of war that were introduced during WWI? How did the characters deal with life in the trenches? What dangers could one expect in the trenches and in "no man's land?" How did the war affect the different characters of the novel?

3. Create your own topic!!! However, be sure to check with me before choosing a topic of your choice.

Paper #4. *Maus I & II*

World War II is arguably the worst conflict in human history. As more and more countries around the world became entrenched in the second global war, the death toll rose to a level unheard of in pre-modern times. But in addition to the horrors on the battlefield, the war also saw rise to many atrocities within the civilian populations. From the infamous “Rape of Nanjing” in China to the Bataan Death March in the Philippines, this war can be seen as a precedent with respect to “crimes against humanity.” Arthur Spiegelman’s *Maus* is an intense look into the horrifying event known as the Holocaust. Presented in the medium of a graphic novel, the story details a tale of survival of Spiegelman’s father Vladek during the Holocaust. Write an essay in which you first describe World War II and the Holocaust in Europe. Then turn your attention to ONE of the questions presented below.

Questions to Consider (in addition to the historical context above)

1. The Holocaust continues to stand out as one of the most brutal events of the 20th century, and possibly the throughout all of human history. Write an essay in which you detail the project of the Holocaust. What was the “Final Solution” as articulated by the Nazi party in WWII Germany? When and where did it begin? What did they do to undesirable ethnic, religious, or political groups in German occupied territories? What were the ghettos? What was life like in the concentration camps? What types of atrocities did you learn about by reading the text? How did Vladek survive the concentration camps?
2. If one wants to learn about the Holocaust, there are an incredible number sources from which one can choose to learn about this horrifying event. From scholarship to popular culture, autobiographies and memoirs, we now have literally thousands of sources that address issues surrounding the Holocaust. Given this overwhelming production of Holocaust related knowledge, fresh and original interpretations of this event are few and far between. Yet Spiegelman’s *Maus* seems to accomplish just that—a unique representation of the images and issues surrounding the Holocaust and those who survived it. Write an essay in which you talk about the medium in which *Maus* was constructed. What did you think about the author’s choice to use a comic book format? What kinds of issues does the author talk about in the story? What is he trying to “work through?” (hint: consider relationship of Vladek and Arthur. What is Arthur hoping to accomplish by writing this book?). What are the advantages and drawbacks to this medium? How does the author use the different animals throughout the book?
3. Create your own topic!!! However, be sure to check with me before choosing a topic of your choice.

	2013
New Year's Day (Observed)	Jan 1, 2013
Last Day of Regular Registration, Spring	Jan 6, 2013
First Day of Instruction, Spring	Jan 7, 2013
Late Registration begins, Spring	Jan 7, 2013
In-Person Add/Drop Fee Begins, Spring	Jan 7, 2013
Last Day to Add, Late, Register, Spring	Jan 11, 2013
Last Day for 100% Refund, Spring	Jan 11, 2013
Dr. Martin Luther King Jr. Day	Jan 21, 2013
Last Day for 50% Refund, Spring	Jan 28, 2013
Last Day to Withdraw without a "W" Grade, Spring	Jan 28, 2013
Presidents' Day	Feb 18, 2013
Excellence in Education (first Friday in March)	Mar 1, 2013
Last Day to Make up an "I Grade" from Previous Fall	Mar 21, 2013
Spring Recess, Day One (the Monday of the week with Prince Kuhio day)	Mar 25, 2013
Spring Recess, Day Two	Mar 26, 2013
Spring Recess, Day Three	Mar 27, 2013
Spring Recess, Day Four	Mar 28, 2013
Spring Recess, Day Five	Mar 29, 2013
Prince Jonah Kuhio Kalaniana'ole Day	Mar 26, 2013
Last Day to Withdraw with a "W" Grade, Spring	Mar 21, 2013
Last Day to Establish credit/no-credit and audit options, Spring	Mar 21, 2013
First Day of Registration, Summer	
Good Friday	Mar 29, 2013

Easter	Mar 31, 2013
Commencement Program Deadline	Apr 15, 2013
Last Day of Instruction, Spring	May 1, 2013
Last Day to Certify for Graduation/Diploma Application	May 1, 2013
Exam Period Begins, Spring	May 4, 2013
Exam Period Ends, Spring	May 9, 2013
Grades are Due, Spring	May 14, 2013
Last Day of the Semester, Spring	May 10, 2013
Faculty Duty End Date, Spring	May 13, 2013
Commencement	May 11, 2013