The Honolulu Community College Foundations Board will review all proposals to ensure that approved courses meet Foundations Hallmarks. If clarification is needed, a Board member will contact you. If the Foundations Board and the General Education Committee approve the proposal, all sections of the course will be designated as satisfying the requirement. The course will be reviewed every five years.

1. **Course information.**
   
   **Course Title:** America and the World
   
   **Course Alpha** AMST  
   **Course Number** 150

   If the course is cross listed, please provide the cross-listing: Alpha Number

2. **Foundations area requested.** Check one.
   
   Global & Multicultural Perspectives [X]  
   Symbolic Reasoning [ ]  
   Written Communication [ ]

3. **How many instructors currently teach this course?** It makes a difference if there are only one or two instructors teaching this course versus ten instructors teaching this course. This question is asked to get an idea of how many instructors the department needs to communicate with to discuss this foundation course.

4. **Syllabus.** Submit a master syllabus. If multiple instructors teach the course and use varying texts and/or assignments, please include multiple representative syllabi for comparison. (Three is recommended.)

5. **Hallmark Requirements.** Provide an explanation of how each of the hallmarks for this proposed Foundation course will be satisfied. Try to completely answer how the course intends to meet each particular hallmark. Referencing assignments, tasks, and evaluations used in the course (as stated on the syllabus /syllabi being submitted) as supporting evidence would be very helpful. See the previously submitted Religion 150 application for examples located at [http://honolulu.hawaii.edu/intranet/articulation/foundations/REL150.pdf](http://honolulu.hawaii.edu/intranet/articulation/foundations/REL150.pdf)

6. **Assessment.** Provide a brief explanation of how the department will periodically review that this course has been meeting the Foundations Hallmarks including a description of what kinds of evidence will be collected to demonstrate this (Knowledge Survey results, sample of exam responses, writing samples, etc.). Also include a detailed description of how the department plans to have all instructors of this course share information with each other regarding how the hallmarks have been met. Please include a brief explanation of the assessment tools you will use to make this determination (such as Knowledge Surveys, Exams, Projects, Portfolios, etc.) and how you will use the results to make course improvements.

7. **Signatures.** The signatures of the initiator and the initiator's Division Chair are required. The completed proposal must be routed to the Chair of the CPC before being delivered to the chair of the Foundations Board. No action on the part of the CPC is required unless the proposal also includes a new course Curriculum Action or a course modification Curriculum Action. The “routing” is a courtesy to the CPC. Signatures indicate approval/acceptance.
Application Questions for Foundation Hallmarks (Hallmarks in bold)
Explanatory Notes for each hallmark are at http://honolulu.hawaii.edu/intranet/articulation/foundations/hallmarks.html.

GLOBAL AND MULTICULTURAL PERSPECTIVES (FG): To satisfy the FG requirement, a course will

1. provide students with a large-scale analysis of human development and change over time. (Note: the two FG courses will together cover the whole time period from pre-history to present. Where does your course best fit in this scheme: Group A—content primarily before 1500 CE; Group B—content primarily after 1500 CE; or Group C—pre-history to present? How will you assess this and provide evidence that students are meeting this hallmark?)

This course best fits Group B. Although it will touch on the peopling of the Americas by Native Americans prior to Western contact in 1492, it will primarily focus on human development and change from 1500 to present. Hallmarks assessed through knowledge surveys, imbedded questions in quizzes and exams, imbedded in paper prompts.

2. analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives. Which human societies and cultural traditions are analyzed? What perspectives are employed? What time periods are covered? How will you assess this and provide evidence that students are meeting this hallmark?

Western contact in the Americas and conquest, genocide, (16th through 17th centuries in the Americas) American Indian removal (18th and 19th centuries, Trans Atlantic slave trade (Aericas, 16th, 17th, 18th, 19th centuries); slavery and freedom (19th century), resistance and revolution; capitalism; race, class and immigration laws (Asia, Europe, 19th century), class and revolution in the USA (Americas, 19th and 20th centuries); Imperial Designs & Manifest Destiny, Resisting Empire (Americas 19th century); Hawaii and Imperial Powers, Annexing Sovereign Kingdoms, Legacies of Empire (Oceania, 18th, 19th and 20th centuries); Total War, Citizenship in Wartime, Fascist States (Europe, Asia, 20th century); United Nations?, Nuclear Pacific, Atomic Anxieties (20th century, Oceania, The Cold War & Decolonization (20th century Europe, Asia), Vietnam, Rationalizing Death, Culture of War (Asia, 20th century); Globalization, American Spheres of Influence, Legacies of Conquest (worldwide, 20th and 21st Centuries); The Border Patrol State, Upholding the American Way of Life (Americas, 20th and 21st centuries); America in the Middle East, Why Do They Hate Us, America and the World (Middle East, 20th and 21st centuries). Hallmarks assessed through knowledge surveys, imbedded questions in quizzes and exams, imbedded in paper prompts.

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. Which of these aspects of development are analyzed? How does the course recognize diversity? In what ways are analyses integrated? How will you assess this and provide evidence that students are meeting this hallmark?

AMST 150 provides a broad interdisciplinary analysis of cultural (globalization, mass culture), economic (slavery and capitalism), political (world wars, military power, overthrow of the Hawaiian Kingdom), scientific (nuclear testing, climate change) and social development (social movements and repression). The approach will use multiple perspectives that are grounded in diverse human societies and cultural traditions. Hallmarks assessed through knowledge surveys, imbedded questions in quizzes and exams, imbedded in paper prompts.

4. examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity. What processes of cross-cultural interaction are examined? How will you assess this and provide evidence that students are meeting this hallmark?

America and the World will examine the contributions of cultures worldwide to America’s languages, religions, ethnic customs and the impact of American popular culture on indigenous cultures. Hallmarks assessed through knowledge surveys, imbedded questions in quizzes and exams, imbedded in paper prompts.

5. include at least one component on Hawaiian, Pacific, or Asian societies and their cultural traditions. What components of Hawaiian, Pacific, or Asian societies and their cultural traditions are included in the course? How
will you assess this and provide evidence that students are meeting this hallmark?

The course will explore the overthrow of the Kingdom of Hawaii, colonization of the Philippines, the bombing of Hiroshima and Nagasaki and conquest of Japan, nuclear testing in the Pacific Islands to gain insight into impact on Hawaiian, Pacific and Asian societies and cultures. Hallmarks assessed through knowledge surveys, imbedded questions in quizzes and exams, imbedded in paper prompts.

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. List the items that students will analyze and briefly explain what perspectives they represent. How will you assess this and provide evidence that students are meeting this hallmark?

Bartolome de las Casas, A Brief Account of the Destruction of the Indies, Or, a faithful NARRATIVE OF THE Horrid and Unexampled Massacres, Butcheries, and all manner of Cruelties, that Hell and Malice could invent, committed by the Popish Spanish Party on the inhabitants of West-India, TOGETHER With the Devastations of several Kingdoms in America by Fire and Sword, for the space of Forty and Two Years, from the time of its first Discovery by them. London, 1689 (Original 1552), Project Gutenberg edition: 1-46. Account from a European perspective.


Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, (Bedford/St. Martin's Press (original, 1789)), Chapters 1-2, 5, 7. From an African perspective.


"Benevolent Assimilation" Proclamation of President William McKinley (1898) in http://www.msc.edu.ph/centennial/mc981221.html. From an American perspective.
Emilio Aguinaldo, "Manifesto Protesting the United States' Claim of Sovereignty Over the Philippines" (January 5, 1899), in http://msc.edu/ph/centennial/mc981221.html. From a Filipino perspective.

President Grover Cleveland, Message to Congress (18 December 1893), in http://www.hawaii­nation.org/cleveland.html. From an American perspective.


Jane Dibbin, Day of Two Suns (Virago Press, 1988): 3-64. From a Pacific Islander perspective.

Frantz Fanon, "Concerning Violence" in The Wretched of the Earth (New York: Grove Weidenfeld, 1963), 35-37, 70-106. From a Caribbean perspective.


Discuss: violence of decolonization, new modes of colonization. From an American perspective.


Ussama Makdisi, "Anti-Americanism' in the Arab World: An Interpretation of a Brief History," Journal of American


Hallmarks assessed through knowledge surveys, imbedded questions in quizzes and exams, imbedded in paper prompts.
Course Description

This course examines the development of the United States in a global context, from colonial outpost to empire. Surveying events over the past 500 years, we will consider not only the diverse cultures that have created the American social fabric—Native American, European, African, Asian, Latino, and Pacific Islander—but also the unique role the U.S. has played in world history. Drawing on written documents, art, literature, music, and film, we will investigate the extraordinary sweep of world-American history through several units: Discovery and conquest, slavery and capitalism, world wars and military power, social movements and repression, globalization and mass culture. In several units, the class uses Hawai‘i as a case study. The course will close with a discussion of contemporary challenges facing the United States and the world, from global warming and economic recovery to the ongoing wars in Iraq and Afghanistan.

Student Learning Outcomes

Upon successful completion of AMST 150, the student should be able to:
- Define key cultural concepts drawn from the social sciences - sociology, history, economics, political science, and the humanities and literature
- Explain the basic outline of American historical periods - events, processes, and individuals
- Synthesize and analyze America’s role in world history
- Describe and define the influence of world affairs on U.S. culture and society
- Demonstrate their understanding of U.S. interdependence with African, European, Native American, Asian and Polynesian civilizations from 1492 to present
- Communicate effectively by means of listening, speaking, reading, and writing in varied situations, understanding basic quantitative information (mathematical skills), and writing in varied situations.
- Display knowledge of different groups and organizations in societies and respect for varied cultural values.
- Demonstrate a greater ethical understanding and reasoning ability about contemporary ethical issues.
- Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues.

Student learning outcomes will be assessed using Knowledge Surveys, papers and examinations.

**Texts**

Olaudah Equiano, The Interesting Narrative of the Life of Olaudah Equiano, (Bedford/St. Martin's Press (original, 1789)), Chapters 1-2, 5, 7.


President Grover Cleveland, Message to Congress (18 December 1893), in http://www.hawaii-nation.org/cleveland.html.


Jane Dibblin, Day of Two Suns (Virago Press, 1988): 3-64.

Frantz Fanon, "Concerning Violence" in The Wretched of the Earth (New York: Grove Weidenfeld, 1963), 35-37, 70-106.


**Evaluation**

Grades in this course are based upon the following:

There will be three papers, each six typed pages minimum, analyzing the themes of the course. These papers will be based on the readings and related historical and theoretical material. Guidelines on the papers will be forthcoming. Since this is a Writing Intensive (WI) course, these papers are a major element in determining the grade for the course. Each paper will require a preliminary draft, which will be reviewed and revised by the student and instructor together before the completion of the final project. Each paper will be worth 20% of the final grade, and the three papers together constitute 60% of the course grade.

There will be two exams, one at midterm and one in finals week, covering the related course materials – concepts of cultural literacy and the history lectures which provide the historical and institutional structure for interpreting and analyzing the novels. These two exams make up 30% of the grade, each worth 15%. Attendance and participation in class make up the remaining 10% of evaluation.

**Summary**

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<td>Paper #1</td>
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A=90-100 percent
B=80-89 percent
C=70-79 percent
D=60-69 percent
F=59 percent and below

Themes and Approaches for American Studies 150

American Studies 150 examines America's role in world history and the influence of world affairs on U.S. culture and society. The course focuses on U.S. interdependence with African, European, Native American, Asian, and Polynesian civilizations, from 1492 to present.

We will develop the historical, institutional, and social framework of America and the world 1492 to the modern era as a background readings. We will examine discovery and conquest, slavery and capitalism, world wars and military power, social movements and repression, globalization and mass culture. We will examine the perspectives taken by the authors in dealing with the major issues of their times. Students will have the opportunity to reflect on the connections between history and culture, art and politics, and technology and values in the writing of their papers.

Assignment Specifics

1. Knowledge Surveys
At the beginning and end of the course, you will be asked to take a knowledge survey. This is not a test. It simply asks you to give an estimate of confidence in your ability to identify certain terms and answer questions if you were asked.

2. Paper
Since one of the key skills for the course is to read carefully and critically, you'll have the chance to do that in this course, as well. The papers you'll be doing are critical analyses. This is a difficult skill, but one that you are all capable of if you use the skills you've learned already in writing, and English classes and combine them with what you'll get in this course. More information will be on the paper assignments, and I'll help you all along the way, including reading drafts for you.

3. Exams
On the midterm and final examinations you get to show me how much you have learned about the facts and thinking processes (methodology) of American studies. Questions will come from the information provided in lectures, class discussions, books, and other sources. Examination review questions may or may not be provided. To ensure that you are prepared for examinations, do the reading, come to the lectures, take notes, and participate in class discussions.
Late Assignments
Late assignments will be docked one full grade level per week until turned in. (If the paper is not handed in by the start of class on the due date, it is considered a week late, whether handed in right after class, the next day, or 5 days later.)

Keeping Records of Your Work
Keep all exams, and essay papers I return to you as proof that you have completed the assignment.

Students with Disabilities Statement
Students in this class who need accommodations for a disability should submit documentation and requests to the Services for Students with Disabilities Office (SSD) in Bldg. 5, Rm. 107B. Phone: 845-9282 voice/text or 9272 voice/text for more information. If you have already registered your requests with SSD this semester, please see the instructor after class or during my office hours and be prepared to provide a current verification letter from SSD. (Rev. 3-29-2004)

Sick Policy
If you find you have a sickness that is communicable and/or requires you to go to the hospital, your absence from class will be excused. The instructor and the rest of the class want to support your recovery, and would like to help prevent the spread of the disease, by asking you to stay home until you are well.

None of this excuses any student from the requirements of the course - all assignments and exams must be completed to the satisfaction of the instructor to receive a passing grade. Upon return, please confirm your illness with the instructor by presenting a doctor's note.

Code of Conduct
Students will be expected to follow the HCC Student Conduct Code (http://honolulu.hawaii.edu/intranet/policies/scc.pdf). This classroom is a SAFE ZONE. You may disagree with other students or the instructor, but you are required to listen with respect and address others' ideas seriously and respectfully. We can have a debate without intimidation or anger. Disruption, intimidation, or other forms of verbal or physical abuse will result in expulsion from the class temporarily or permanently and will have a negative impact on your grade.

Making Up Work
Exams may only be made up if you provide a valid excuse, and evidence to support it. Papers are due on the due date at the beginning of class. Late papers will be accepted, but the late policy stated above will be applied.

Plagiarism Policy
Make sure that none of your work is plagiarized. If I find you have plagiarized, in the first instance, you will fail the assignment. If you plagiarize again, you will received a failing grade for the course and the college administration will be informed.
According to the Student Conduct Code, this can result in expulsion from Honolulu Community College. The instructor reserves the right to change the score on a paper at any time, including after the fact, if it is discovered that the paper has been plagiarized, and to change the course grade if it is affected. This includes the appearance in later classes of work previously turned in for this or any class. The definition of plagiarism, according to the University of Hawaii Code of Conduct, is as follows:

"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 borrowed 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;"

**Policy on Cheating**

Any student who cheats will fail the course, and the college administration will be notified. Use of electronic devices for assistance in taking an exam is strictly prohibited except where specifically authorized by the instructor. Cellular phones, personal music players, websites, personal digital assistants, computers of any kind, watches, electronic dictionaries, etc. are all prohibited during exams. Cheating is defined in the University of Hawaii Code of Conduct:

"Cheating includes, but is not limited to, giving or receiving unauthorized assistance during an examination; obtaining or distributing unauthorized information about an examination before it is given; using inappropriate or unallowable sources of information during an examination; falsifying data in experiments and other research; altering the record of any grade; altering answers after an examination has been submitted; falsifying any official University record; or misrepresenting the facts in order to obtain exemptions from course requirements."

**Grade Assignment**

Grades will be assigned based on performance only. As unfortunate as it is, I have no way of measuring how much you studied. I can and will measure how well you answer the questions according to the standards I have given you. If you care to dispute a grade, you should come prepared to discuss the specifics of your paper in terms of those standards.

Remember, accomplishing what was asked, doing adequate work, earns a "C" grade. "B" grades are assigned when you go beyond the basic expectations and do something very well. A is assigned only for really exceptional work.

**Lecture and Assignment Schedule**

**WEEK 1**
Syllabus

Introduction to American Studies

**WEEK 1**
Introduction and Student Learning Outcomes

Contact and Conquest

Read:

Bartolomé de las Casas, A Brief Account of the Destruction of the Indies, Or, a faithful NARRATIVE OF THE Horrid and Unexampled Massacres, Butcheries, and all manner of Cruelties, that Hell and Malice could invent, committed by the Popish Spanish Party on the inhabitants of West-India, TOGETHER With the Devastations of several Kingdoms in America by Fire and Sword, for the space of Forty and Two Years, from the time of its first Discovery by them. London, 1689 (Original 1552), Project Gutenberg edition: 1-46.

**WEEK 3**
Indian Removal, African Traffic

Read:


**WEEK 4**
Slavery and Freedom, Resistance and Revolution

Read:


Draft Paper #1 due

**WEEK 5**

Capitalism; Race, Class and Immigration Laws

Read:


**WEEK 6**

Class and Revolution in the USA


Final Paper #1 due (20 percent)

**WEEK 7**

Imperial Designs & Manifest Destiny, Resisting Empire

Read:


Midterm Review
**WEEK 8**
Hawaii and Imperial Powers, Annexing Sovereign Kingdoms, Legacies of Empire

President Grover Cleveland, Message to Congress (18 December 1893), in http://www.hawaii-nation.org/cleveland.html.


Midterm Exam (15 points)

**WEEK 9**
Total War, Citizenship in Wartime, Fascist States

Read:


**WEEK 10**
United Nations?, Nuclear Pacific, Atomic Anxieties

Read:


Jane Dibblin, Day of Two Suns (Virago Press, 1988): 3-64.

Frantz Fanon, "Concerning Violence" in The Wretched of the Earth (New York: Grove Weidenfeld, 1963), 35-37, 70-106.
Draft Paper #2 due

WEEK 11
The Cold War & Decolonization

Read:
Discuss: violence of decolonization, new modes of colonization.


Final paper #2 due (20 percent)

WEEK 12
Vietnam, Rationalizing Death, Culture of War


WEEK 13
Globalization, American Spheres of Influence, Legacies of Conquest

Read:

WEEK 14
The Border Patrol State, Upholding the American Way of Life

Read:

WEEK 15
America in the Middle East, Why Do They Hate Us, America and the World
Read:


Draft paper #3 due

**WEEK 16**
Final paper #3 due (20 percent)

Final Review

**WEEK 17**

Final Exam (15 percent)